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ABSTRACT

One of a series of modules designed to help people in Oklahoma become more self-sufficient in their personal and professional lives, this document is designed to introduce secondary and postsecondary students to the daily management of a personal wardrobe. The three units in this document are wardrobe planning, selecting clothing, and clothing care maintenance. The document begins with an explanation of its use. The instructional units follow, each of which may include a unit objective, specific student objectives, suggested activities, suggested resources, teacher's procedures, optional teaching aids, transparency masters, information sheets, supplemental student materials, assignment sheets, job sheets, tests, and answers to tests and assignment sheets. The units include illustrations. (CML)

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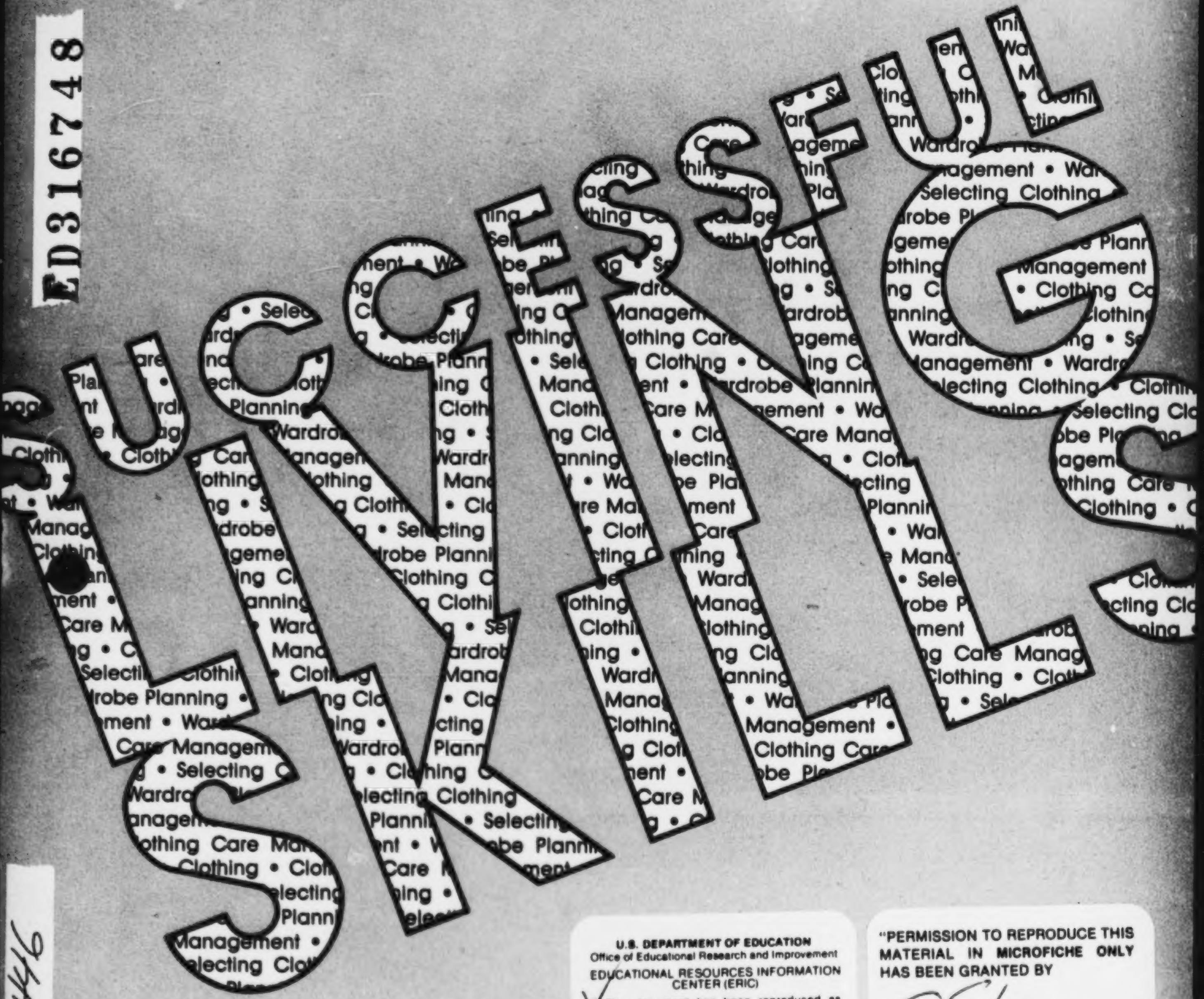

SUCCESSFUL LIVING SKILLS

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Successful Clothing Management

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SUCCESSFUL CLOTHING MANAGEMENT

Developed by the
Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and Technical Education

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BS1009

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SUCCESSFUL CLOTHING MANAGEMENT

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FOREWORD

The *Successful Living Skills* series is intended to help people become more self-sufficient in their personal and professional lives. The series contains fourteen (14) modules ranging in subjects from basic automotive responsibilities to managing personal matters to effective employment practices. Each module takes the student through the important areas within the subject matter to ensure a basic working knowledge.

The *Successful Clothing Management* module provides valuable information and practices regarding the daily management of a personal wardrobe. The students will be introduced to methods of planning a wardrobe that best fits their needs. After planning a wardrobe, the students will learn the ways through which their wardrobe may be purchased. Finally, this module includes a unit on how to properly maintain a wardrobe. This module will benefit students of the secondary and post-secondary levels.

Dr. Roy Peters, Jr., State Director
Oklahoma State Department of
Vocational and Technical Education

ACKNOWLEDGEMENTS

The development of the *Successful Living Skills: Successful Clothing Management* is credited to the staff of the Oklahoma State Department of Vocational and Technical Education (SDVTE) and various individuals.

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Linda Avant, Testing Specialist
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Technical Writer
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OTHER MODULES IN THE *SUCCESSFUL CLOTHING MANAGEMENT* SERIES

Managing Personal Matters

Effective Employment Practices

Successful Study Habits

Successful Human Relations

Basic Automotive Responsibilities

Responsible Citizenship Practices

Basic Shelter Responsibilities

Development of Financial Skills

Effective Communication

Effective Social Skills

Personal Health and Safety

Securing Information

Personal Meal Alternatives

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USE OF THIS PUBLICATION

Instructional Units

Successful Clothing Management contains three instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes basic components that form a unit of instruction: performance objectives, suggested activities, pretest, information sheet, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests, pretests, and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people to contact

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that instructors and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

   Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

   Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Pretest (white pages)

This component provides a pre-assessment of the knowledge that a student possesses prior to instruction. In individualized instruction, a student may challenge out of studying some or all of the cognitive objectives. In a group instructional setting, instructors may evaluate the knowledge that a group of students bring with them and determine where instruction should be emphasized.

Supplements (white pages)

Supplements are additional teaching aids that support portions of the information sheet. Supplements include such activities as games, puzzles and additional information. Supplements may be photo-copied for classroom use only.

Transparency Masters (white pages)

Transparency masters provide information in a special way. Transparencies direct the class's attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in an outline form and is keyed to the specific objectives.

Instructors will find the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledge that is a necessary prerequisite to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructor should demonstrate to students the procedure outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Test (white pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of student's demonstrations of the desired skills. The tests are in the instructor's book only but may be photo-copied for classroom use only.

Answers to Pretest, Answers to Test, and Answers to Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform us; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Coordinator of Curriculum Development
Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

WARDROBE PLANNING
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to maintain a well-planned wardrobe. This knowledge will be evidenced by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with wardrobe planning to their correct definitions.
2. Describe the functions of clothing.
3. Identify factors to consider when making wardrobe selections.
4. List factors that affect clothing appearance.
5. Identify guidelines for wardrobe planning.
6. Arrange in order the steps in wardrobe planning.
7. List personal characteristics that affect colors one should select for wardrobe items.
8. Select from a list characteristics of a well-planned wardrobe.
9. List resources to aid in wardrobe planning.
10. Select from a list factors affecting decisions made in selecting clothing items for wardrobe.
11. Name social-psychological aspects of clothing.
12. State ways to use existing wardrobe.
13. List types of wardrobe extenders.
14. Identify reasons for using accessories.
15. Analyze how clothing affects image projection.
16. Conduct a clothing inventory.
17. Make a personal color key.

OBJECTIVE SHEET

18. Make a wardrobe plan.
19. Recycle a clothing item.
20. Choose appropriate accessories.
21. Select clothing for specific situations.

WARDROBE PLANNING
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents
  A. Objective sheet
  B. Suggested activities
  C. Supplements
    1. Supplement #1 — Ties and Collars Most Flattering to Face Types
    2. Supplement #2 — Develop a Basic Wardrobe
  D. Information sheet
  E. Assignment sheets
    1. Assignment Sheet #1 — Analyze How Clothing Affects Image Projection
    2. Assignment Sheet #2 — Conduct a Clothing Inventory
    3. Assignment Sheet #3 — Make a Personal Color Key
    4. Assignment Sheet #4 — Make a Wardrobe Plan
    5. Assignment Sheet #5 — Recycle a Clothing Item
    6. Assignment Sheet #6 — Choose Appropriate Accessories
    7. Assignment Sheet #7 — Select Clothing for Specific Situations
  F. Answers to assignment sheets
  G. Test
  H. Answers to test

II. Instructor's guide
  A. Order materials to supplement unit.
    1. Books
      a. Gooday, Dale. *Dressing Thin*. New York: Simon and Schuster, 1980.
      b. Jackson, Carole. *Color for Men*. New York: Ballatine Books, 1984.

SUGGESTED ACTIVITIES

c. Molloy, John T. *The Men's Dress for Success Book*. New York: Warner Communications Company, 1976.

d. Molloy, John T. *The Women's Dress for Success Book*. New York: Warner Communications Company, 1978.

e. Thourlby, William. *You are What You Wear*. New York: New American Library, Inc., 1978.

2. Videotapes

    a. *Selecting Colors for You*

    b. *Packing Clothing for Travel*

    (NOTE: These color videotapes are available for purchase from the State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.)

3. Slide/tape presentations

    (NOTE: The following slide/tape presentations and others may be available by contacting your county Oklahoma State University Extension Home Economist.)

    a. *Accessories Make a Difference.* Color slides and audio cassette, 11 minutes, University of Missouri, 1982. Available from the University of Missouri Cooperative Extension Center, Columbia, Missouri.

    (NOTE: This slide/tape presentation shows how to use accessories to help achieve a total look and stretch your wardrobe.)

    b. *Button Up the Fashion Look.* Color slides and script, self-paced, Stacy Fabrics, 1980. Available from Stacy Fabrics Corp., 469 7th Avenue, New York, New York 10018.

    (NOTE: This slide presentation shows how to choose buttons for particular garments and how to use buttons to accessorize a garment.)

4. Teaching kits

    a. *Color Cues*. Color filmstrip and script, self-paced, Color Cues, 1983. Available from Color Cues, 6523 Waggoner, Dallas, Texas 75230.

    (NOTE: This filmstrip teaching kit contains fabric samples that fit under the neck. There are many different colors available in a set and from these colors you can decide which ones complement your complexion and/or personality.)

SUGGESTED ACTIVITIES

b. Clothing: Image and Impact. Dallas: South-Western Publishing Co., 1983. Available from South-Western Publishing Company, Dallas, Texas.

(NOTE: This teaching kit contains six activity booklets titled "Clothing: The Message Center," Booklet 1; "The Good News Is Color," Booklet 2; "Your Figure: An Asset," Booklet 3; "Tune In to Fashion," Booklet 4; "Getting to Know You," Booklet 5; "Wardrobe Wheels: An Action Plan," Booklet 6.)

B. Provide students with objective sheet.

C. Discuss unit and specific objectives. Introduce unit by using Assignment Sheet #1.

- Aid students in completing a basic wardrobe list that would be appropriate for them as high school students.
- When students are completing Assignment Sheet #1, point out that good wardrobe organization will help them send the message that they are wanting to project.
- Demonstrate good posture to students. Work with each individually in front of mirrors to practice good posture. Discuss how posture affects how garments look and how they feel.
- In the discussion of Section I, ask the students to list clothing items that they have purchased in the past months and label the items as needs or wants.
- Have students cut from fashion magazines, pattern books or catalogs pictures of items that they consider to be wardrobe staples. Discuss the importance of having these items in their wardrobes.
- Pose the following problem to students: "You are given $50.00 to spend toward a new wardrobe item. What will you buy?" Discuss differences between needs and wants. Discuss which are being met by their purchases.
- Encourage students to keep a clothing diary for one month which records purchases and amounts of money spent for clothing items and upkeep; have students give a report on their clothing diaries when you complete the unit.

D. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to discuss the terms and definitions associated to wardrobe planning.
   - Have students give their definitions of the terms before actually covering the definitions in Section I.

SUGGESTED ACTIVITIES

2. Use Assignment Sheet #2 to help emphasize the functions of clothing (Information Sheet, Section II.)

   - Poll the class for other functions of clothing and examples of each.
   - Have students complete Assignment Sheet #2
   - Have students figure replacement costs of items listed on Assignment Sheet #2.

3. Discuss the factors to consider when making wardrobe selections and factors that affect clothing appearance by using Information Sheet, Sections III and IV.

   - Invite a local clothing store owner, a fashion merchandising instructor, or a home economics instructor to visit with your class about the factors to consider when selecting a wardrobe and the factors that affect clothing appearance.

4. Aid students in making a personal color key (Assignment Sheet #3) and use Information Sheet, Section IV to discuss factors that affect the colors that maximize personal appearance.

   - Point out to students that color is everywhere. Allow them to examine natural materials such as stones, shells, and flowers. Ask them to list the colors that they find.
   - Have students view videotape *Selecting Colors for You*.
   - Invite a color consultant to speak to the students on the importance of choosing colors that complement skin tones.
   - Use *Color Cues* teaching kit, allowing students to work in groups when making decisions about their best colors.
   - Show students how light affects color. Select a group of solid-colored fabrics. Examine them in daylight, fluorescent light, and incandescent light.
   - Assemble samples of fabrics with different textures, but identical colors. Discuss how the texture affects the color.

5. Use Information Sheet, Sections V and VI, and Assignment Sheet #4 to discuss the guidelines for wardrobe planning and the steps in wardrobe planning.

   - Have students complete Assignment Sheet #4.

SUGGESTED ACTIVITIES

6. Discuss the characteristics of a well-planned wardrobe by using Information Sheet, Section VIII.

    - Carefully discuss the notes and examples having the students give their own examples.

7. Discuss resources to aid in wardrobe organization. Use Information Sheet, Section IX.

    - Take students on a field trip to a used clothing store. If a field trip is not possible, ask the owner to come to the class and give a mini style show using items from his or her store. Point out the amount of money that can be saved by shopping at such places as used clothing stores and garage sales.

    - Have students complete a recycling project. Ask students questions to determine the feasibility of a recycling project.

      EXAMPLES: Do I have the patience and ability to produce a successful garment?

      Is the fabric strong enough to justify remodeling?

      Is the remodeled garment needed or would my time be better spent doing something else?

      Will it cost as much or more to remodel the old garment than to buy a new one?

      Will the remodeled garment be becoming, or will it look made over?

      Am I sure that I have enough fabric to make the desired changes?

    - Organize a fashion show from a budget clothing store. This can illustrate that attractive, coordinated wardrobes can be put together economically.

    - Utilize resource people in discussing career opportunities in clothing care and garment recycling.

      EXAMPLES: Industrial dry cleaner, tailoring or alternation person, laundry person

8. Use Information Sheet, Sections X and XI, to discuss the factors affecting the decisions made in selecting clothing and the social-psychological aspects of clothing.

    - Discuss with students that items of similar style and look may not be the same quality and this may be reflected in the price.

SUGGESTED ACTIVITIES

- Discuss fads and fashions.
- After students cut pictures of clothing from fashion magazines, pattern books and catalogs, assist students to classify clothing into categories of fad and fashion. Mount pictures on a bulletin board under the appropriate headings.
- Obtain several current magazines that carry fashion information and pictures. Study and compare contents of each. Discuss the following:

  a. Identify specific trends for the upcoming season in garment styles, colors, jewelry, accessories, hair styles, and makeup for both men and women.

  b. Predict trends that have led up to these particular styles.
- Reinforce objective eleven by having students use magazines to find examples of clothing worn by people to define their roles or occupations. Use these pictures to make a collage to supplement objective two. Lead discussion concerning reasons that these clothes are worn.
- Take a look at the clothing styles for the past ten years. What political, economic, or social factors have affected them? What things might influence styles in the next ten years?

  EXAMPLE: The government regulation of heating and cooling has caused people to dress warmer in the winter and cooler in the summer.

9. Use Information Sheet, Section XII, and Assignment Sheet #7 to discuss the different ways to use existing wardrobes.

   - Provide students with pictures of separates, such as tops, bottoms, and jackets. Divide class into teams and allow them a set amount of time. The team that mixes and matches the fewest number of pieces to get the most outfits wins.
   - Have students complete Assignment Sheet #5.

10. Present information on choosing appropriate accessories, reasons for using accessories, and types of wardrobe extenders. Use Information Sheet, Sections XIII and XIV, Assignment Sheet #5, and Supplement #1.

    - Allow students to view slide/tape presentation *Button Up the Fashion Look*.
    - Display a variety of accessories on a bulletin board. Title bulletin board "Accessories Add Interest." Put such items as ties, scarves, belts, and handkerchiefs on the bulletin board.
    - Invite a resource person from a clothing store to demonstrate ways to use accessories effectively. Ask the resource person to show a variety of ways to tie scarves and neckties. Ask resource person to encourage students to wear accessories tastefully. Allow students to complete Part I of Assignment Sheet #6.

SUGGESTED ACTIVITIES

11. After completing the information sheet sections, use Assignment Sheet #6 and Supplement #2 to help the students review what they have learned in this unit.

    - Have students plan a weekend wardrobe for themselves or someone else for a special event or vacation. Describe the activities of the weekend and how they will influence your choices using Assignment Sheet #7.
    - Have students make a list of activities in which they plan to participate in the coming week. For each activity, discuss what is appropriate to wear. Have students list outfits they own which they could wear to the activities using Supplement #2.

E. Give test.

F. Reteach and retest as necessary.

III. Unit reference — Kates, Donna. *Personal Clothing Management*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1985.

WARDROBE PLANNING
UNIT I

SUPPLEMENT #1 — TIES AND COLLARS MOST FLATTERING TO FACE TYPES

More time should be given to the selection of the shirt and tie than any other items of clothing because they are closest to your face. By choosing the best tie and collar for your figure type, you can enhance your best qualities.

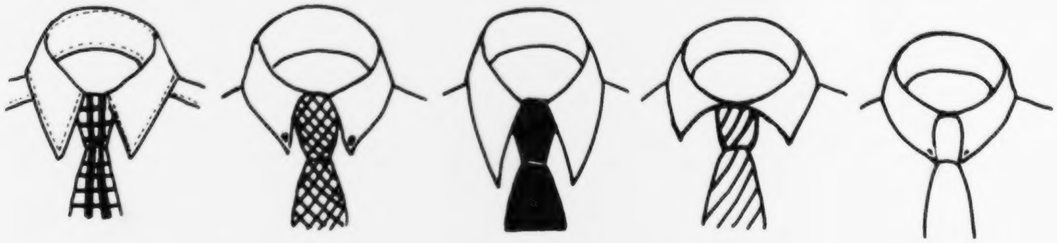
If you are heavy-set or have a round face, you should choose a standard collar, about three inches from the neck-band to the tip of the collar, or one that has slightly longer points. Your tie should be tied in a four-in-hand knot for either collar, or in a half-Windsor knot for the long point collar.

The person with a square face can wear the standard, button-down or pin collar with ease. The knot that looks best with all styles is the four-in-hand. However, if your face is a bit heavy, or if you have a short neck, you should avoid the pin collar.

If you have a long face, a spread collar may work well for you. But if you are tall, the slightly shorter tabs on this collar may not look particularly attractive. In that case you should wear the standard collar. With the spread collar, a full or half-Windsor knot will look good, adding to the broadening effect that you want.

If you have an oval face, just about any shirt collar will look good on you (except the pin collar if your neck is somewhat short and heavy). Tie your tie in the four-in-hand knot.

The long-point collar presents a faddish appearance and is styled to go with European peaked lapels. Proportion is the key here, and a long-point collar may be too dramatic with a three-piece suit.



It is generally believed that the tie should come to the belt buckle; however, it is not a bad idea if the tie is actually a bit longer because such knots as the full Windsor knots require more length. A longer tie is suggested for the tall or heavy person, because there is a greater distance to the belt line.

Generally, the tie width should balance out your face. A tall, thin person should avoid narrow lapels and very narrow ties. Overly broad lapels and very wide ties are not flattering to him or her either. The tie width should relate to the width of lapel: narrow lapels, narrow tie; average, notched lapel, average, 3- to 3½-inch-wide tie; wide lapel, wide tie.

WARDROBE PLANNING
UNIT I

SUPPLEMENT #2 — DEVELOP A BASIC WARDROBE

Faced with inflation and an ever-shrinking dollar, the best clothing buys are those that last the longest. This may not always agree with the latest fashion, but it makes for a wise investment. In the long run it is better to buy quality and not quantity. One should look for the kind of fashion that will remain in good taste for a long time.

Being able to mix and match will also save your clothing dollar. Purchasing a few wardrobe basics is the key to having a wardrobe that works for you at a price that you can afford.

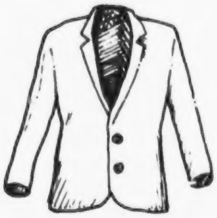
PART I

Coordinate by color and style enough outer clothing to last you for five days. Use the examples of basic clothing that are pictured in this assignment sheet and obtain pictures from fashion magazines and pattern books. Mount pictures of your selections on paper and attach them to this assignment sheet. Indicate the colors of the items that you select by placing a small swatch of fabric beside each wardrobe item.

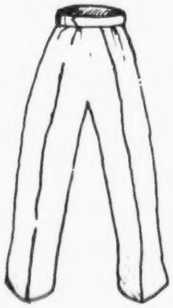
(NOTE: Remember to choose basic colors for such items as blazers, skirts, and slacks. Add color by choosing coordinating blouses and shirts. Brightly colored accessories can also add variety and coordination to a wardrobe.)

Indicate how the items you have selected will coordinate into five days' outfits by answering the questions that follow.

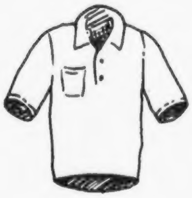
SUPPLEMENT #2



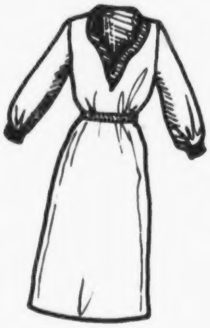
Jacket



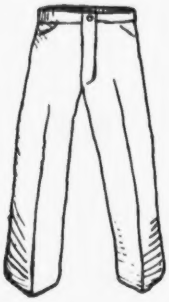
Slacks



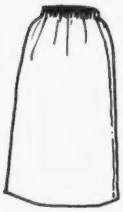
Knit shirt



Dress

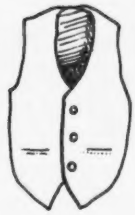


Slacks

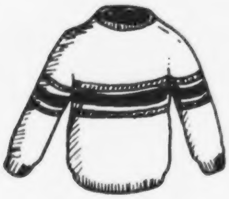


Skirt

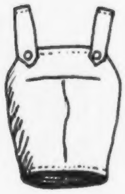
SUPPLEMENT #2



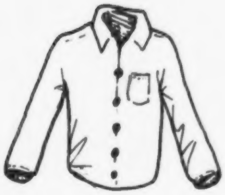
Vest



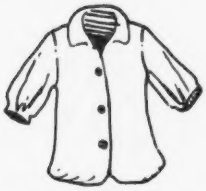
Pullover sweater



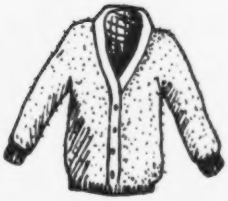
Sleeveless top



Shirt



Blouse



Cardigan sweater

SUPPLEMENT #2

EXAMPLE:

What items are to be worn? Grey jacket, navy blue slacks, and white shirt

How are you going to accessorize your outfit? Black loafers, navy blue and burgundy tie or gold chain, and navy blue socks

Where will this outfit be worn? All sports banquet

A. **Day #1**

What items are to be worn? ____________________

____

How are you going to accessorize your outfit? ____________________

____

Where will this outfit be worn? ____________________

B. **Day #2**

What items are to be worn? ____________________

____

How are you going to accessorize your outfit? ____________________

____

Where will this outfit be worn? ____________________

C. **Day #3**

What items are to be worn? ____________________

____

How are you going to accessorize your outfit? ____________________

____

Where will this outfit be worn? ____________________

SUPPLEMENT #2

D. **Day #4**

What items are to be worn? ______________________________

____

How are you going to accessorize your outfit? ____________________

____

Where will this outfit be worn? ____________________________

E. **Day #5**

What items are to be worn? ______________________________

____

How are you going to accessorize your outfit? ____________________

____

Where will this outfit be worn? ____________________________

F. What basic wardrobe items did you most often use when planning your five-day wardrobe?

____

____

Can you see the need for paying more for these items than for other items that you do not wear quite as often?

____

Explain your answer. __________________________________

____

____

PART II

Buying items that you can mix and match will greatly extend your wardrobe. Combining a few basic outfits will allow you to put together many different looks.

Study the following example for combining wardrobe pieces. Complete the working wardrobe plan appropriate to your personal needs.

SUPPLEMENT #2

EXAMPLE:

Develop a two-color wardrobe by combining twelve garments which can be coordinated into forty different looks.

WORKING WARDROBE PLAN — FEMALE
2 Coordinating Colors; 11 Separates and 1 Dress

Garment		Color		
	Black	Red	Accents	Coordinate with:
1. Jacket	Cardigan			All skirts & dresses
2. Jacket	Tweed blazer black/white			All skirts & dresses
3. Slacks/skirt	Tweed dirndl black/white			All jackets, blouses, sweaters, tweed jacket
4. Skirt	Pleated			All jackets, sweaters, blouses, & cardigan
5. Skirt		Small geometric print dirndl		All jackets, blouses, sweaters
6. Blouse		Small geometric print shirt		All skirts
7. Blouse			White shirt	All skirts
8. Blouse			White bow-tie blouse	All skirts
9. Blouse			Yellow shirt	All skirts
10. Sweater	V-neck pullover			Blouses and skirts
11. Sweater		Cardigan		All skirts & dresses
12. Dress		Long sleeve wool		Jackets, sweater or on its own
Coat	All weather, zipout lining			

Combinations for 40 Different Looks

Week 1	Week 2	Week 3	Week 4
1, 4, 6 4, 7, 10 2, 3, 9 12 1, 5, 6	1, 12 1, 4, 7 4, 6, 10 2, 3, 8 5, 6	2, 12 2, 5, 6 1, 4, 9 4, 8, 10 2, 3, 6	2, 3, 11 12, 11 1, 5, 9 1, 4, 8 4, 10, 11
Week 5	**Week 6**	**Week 7**	**Week 8**
2, 4, 6 3, 7, 10 5, 6, 11 1, 3, 8 5, 6, 10	5, 7, 10 2, 4, 7 3, 6, 10 5, 9, 11 1, 3, 7	1, 3, 8, 11 5, 10, 11 2, 4, 9 3, 8, 10 5, 11	4, 9, 10 4, 10 1, 3, 9 2, 4, 11 3, 10, 11

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SUPPLEMENT #2

Develop a two-color wardrobe by combining twelve garments which can be coordinated into forty different looks.

WORKING WARDROBE PLAN — FEMALE
2 Coordinating Colors; 11 Separates and 1 Dress

Garment		**Colors**		
			Accents	**Coordinate with:**
1. Jacket				
2. Jacket				
3. Slacks/skirt				
4. Skirt				
5. Skirt				
6. Blouse				
7. Blouse				
8. Blouse				
9. Blouse				
10. Sweater				
11. Sweater				
12. Dress				
Coat				

Combinations for 40 Different Looks

Week 1	Week 2	Week 3	Week 4
1, 4, 6	1, 12	2, 12	2, 3, 11
4, 7, 10	1, 4, 7	2, 5, 6	12, 11
2, 3, 9	4, 6, 10	1, 4, 9	1, 5, 9
12	2, 3, 8	4, 8, 10	1, 4, 8
1, 5, 6	5, 6	2, 3, 6	4, 10, 11
Week 5	**Week 6**	**Week 7**	**Week 8**
2, 4, 6	5, 7, 10	1, 3, 8, 11	4, 9, 10
3, 7, 10	2, 4, 7	5, 10, 11	4, 10
5, 6, 11	3, 6, 10	2, 4, 9	1, 3, 9
1, 3, 8	5, 9, 11	3, 8, 10	2, 4, 11
5, 6, 10	1, 3, 7	5, 11	3, 10, 11

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(NOTE: Additional skirts and slacks can be added, using the basic colors, to further extend the possible number of combinations of clothing.)

SUPPLEMENT #2

Develop a two-color wardrobe by combining twelve garments which can be coordinated into forty different looks.

WORKING WARDROBE PLAN — MALE
2 Coordinating Colors; 11 Separates and 1 Suit

Garment		Colors		
			Accents	Coordinate with:
1. Sportcoat				
2. Sportcoat				
3. Slacks				
4. Slacks				
5. Slacks				
6. Shirt				
7. Shirt				
8. Shirt				
9. Shirt				
10. Sweater				
11. Vest				
12. Suit				
Coat				

Combinations for 40 Different Looks

Week 1	Week 2	Week 3	Week 4
1, 4, 6	1, 12 (slacks)	3, 12 (coat)	2, 3, 11
4, 7, 10	1, 4, 7	2, 5, 6	12, 11
2, 3, 9	4, 6, 10	1, 4, 9	1, 5, 9
12	2, 3, 8	4, 8, 10	1, 4, 8
1, 5, 6	5, 6	2, 3, 6	4, 10, 11
Week 5	Week 6	Week 7	Week 8
2, 4, 6	5, 7, 10	1, 3, 8, 11	4, 9, 10
3, 7, 10	2, 4, 7	5, 10, 11	4, 10
5, 6, 11	3, 6, 10	2, 4, 9	1, 3, 9
1, 3, 8	5, 9, 11	3, 8, 10	2, 4, 11
5, 6, 10	1, 3, 7	5, 11	3, 10, 11

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(NOTE: Additional slacks can be added, using the basic colors, to further extend the possible number of combinations of clothing.)

SUPPLEMENT #2

PART III

You can make shopping for clothing much easier if you plan around a few pieces in basic colors. Answer the following questions.

A. What basic pieces do you need to add to your wardrobe? ______________________

____

____

B. What colors do you wear most often? ______________________

____

C. Are these basic colors from which you can build a good working wardrobe? __________

____

D. Why or why not? ______________________

____

____

____

WARDROBE PLANNING
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Wardrobe — All the clothing items owned by one person

   B. Coordination — Bringing into harmony the different parts of a wardrobe

   C. Basics — Items of clothing usually of classic design and color; can be worn for many occasions

      EXAMPLES: Navy blue blazer, charcoal gray suit

   D. Impulse buys — Those things bought suddenly without forethought or planning

   E. Lifestyle — One's manner of living; the activities in which one engages on a regular basis

   F. Seasonal clothes — Those garments worn only during a particular time of year

   G. Fad — Article of clothing that is usually very noticeable; is popular with a particular group for a short time

CAUTION

An inexpensive fad item can be fun, but an expensive fad item might be a costly mistake for you and your budget!

   H. Fashion — Popular styles

   I. Style — Good basic design and lasting qualities

   J. Accessories — Clothing items worn in addition to basic garments

      EXAMPLES: Belts, bags, scarfs, ties, shoes, socks, jewelry, sunglasses

   K. Posture — Way you stand, walk, and sit

   L. Inventory — List of items

II. Functions of clothing

   (NOTE: Clothing gives many messages to those around you.)

   A. Keeps one warm and protected

INFORMATION SHEET

B. Creates a desired appearance

EXAMPLES: Sporty, elegant, informal, formal

C. Meets certain emotional needs

EXAMPLES: Need to belong, status, modesty

D. Defines roles

(NOTE: Clothing provides a visible sign of profession, such as a police officer, nurse, doctor, mail carrier, or fire fighter.)

III. Factors to consider when making wardrobe selections

(NOTE: Usually the people who make the most satisfactory use of their clothing money buy classic styles that remain wearable for long periods. They follow trends in colors and fabrics, but reserve their fad buying for small accessory items that can be discarded when the fad disappears.)

A. Style — Cut or design of a garment; describes a type of garment with certain unchanging characteristics

EXAMPLES: Shirtwaist dresses; blue jeans; blazer jackets

B. Fashion — Styles that are currently prevailing and popular

EXAMPLES: Length of skirts, width of lapels

C. Fad — Strikingly different item that is popular for a short period of time

(NOTE: Items that are considered fads usually last less than one year.)

EXAMPLES: Ripped jeans, over-sized clothes, acid- and stone-washed jeans, bike shorts

D. Trend — Special colors, fabrics, or shapes that are stressed within a fashion picture

INFORMATION SHEET

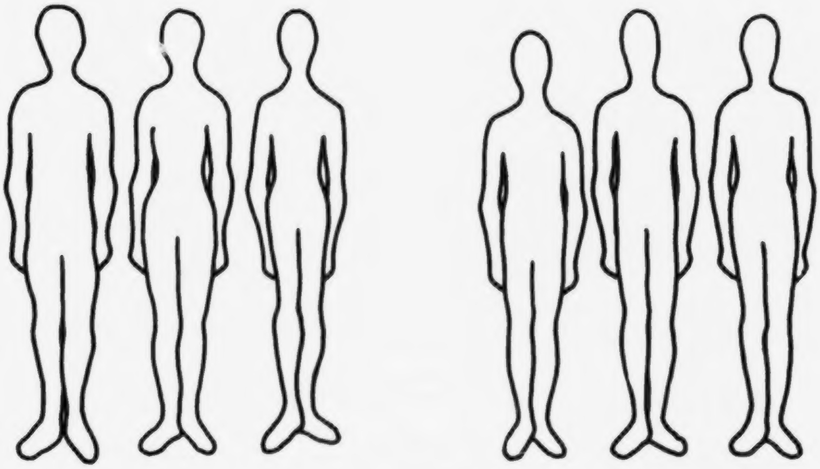
IV. Factors that affect clothing appearance

(NOTE: The way that clothing looks on you depends on many factors. It is your responsibility to evaluate the following as you plan your wardrobe.)

A. Body build

EXAMPLES:

FIGURE 1



Same height, different limb lengths and widths

Different height, same limb lengths and widths

B. Clothing design

EXAMPLES: Color, line, proportion, shape, texture, balance of garment

C. Health

(NOTE: Good health is basic to looking and feeling good.)

D. Posture

(NOTE: One of the quickest ways to look more attractive is to stand and sit correctly!)

E. Grooming

F. Accessories

INFORMATION SHEET

V. Guidelines for wardrobe planning

(NOTE: Wardrobe organization must be an ongoing process. When adding to your wardrobe, be sure to distinguish between needs versus wants and to consider items that you already own.)

A. Consider the image that you want to project

B. Plan ahead

(NOTE: Make plans for major expenditures such as coats or suits over an extended period of time and make detailed plans for less costly items one season at a time.)

C. Consider more expensive garments first

D. Plan for versatility

(NOTE: In order to have the most versatile wardrobe possible, choose items that are harmonious in design, texture, and color.)

E. Consider fashion trends

(NOTE: Learn to recognize items that will be in style for two or three years. If you buy a wardrobe basic at full price when it comes into fashion, it will bring more satisfaction and value than if you pay half price for it when the style is going out.)

F. Coordinate accessories

(NOTE: Accessories are important, but avoid wearing too many and having too many centers of interest.)

VI. Steps in wardrobe planning

A. Inventory present wardrobe contents

B. Evaluate condition of clothing items

EXAMPLES: Shirt with sleeves which are too short or pants with legs which are too short will have little value in an existing wardrobe.

(NOTE: Consider what items can be recycled.)

C. Determine lifestyle

(NOTE: Consider changes that will be made, such as a new job or going away to school.)

INFORMATION SHEET

D. Calculate amount of money available for wardrobe additions

E. Make a plan for wardrobe additions

(NOTE: Plan to use existing wardrobe, such as purchasing a new skirt to go with a jacket you already have, or purchasing a new shirt to liven up an existing jacket and slacks.)

F. Shop for best buys

VII. Personal characteristics that affect colors one should select for wardrobe items

(NOTE: Color should be the starting point of wardrobe planning.)

A. Skin color and tone

(NOTE: Skin color may range from white to black and can be divided into four categories: fair, medium, dark, and black. Skin tone refers to the amount of blue or gold undertones in the skin. One should choose colors that complement his or her skin tone and color.)

B. Hair color

C. Eye color

D. Body build

(NOTE: Light colors often make a person appear larger, while dark colors may make a person appear smaller.)

VIII. Characteristics of a well-planned wardrobe

A. Several garments can be worn for more than one occasion

EXAMPLE: A navy wool blazer could be worn with a dress to church, slacks or jeans to a ball game, or a skirt on a date

B. Clothes are comfortable and well fitting

EXAMPLES: Shirt sleeve length and pant leg length fit properly and are not too long or too short

C. Clothing is well maintained

EXAMPLES: Repairs have been made, such as tears mended, buttons sewn back on, hems replaced; clothes are clean and well-laundered

D. Clothing only has one or two basic colors

(NOTE: A basic color seems to go with many other colors. It can be worn for many occasions. Basic colors consist of low-value hues such as beige, brown, gray, white, black, or navy.)

INFORMATION SHEET

E. Clothing exhibits basic styles

(NOTE: Basic style clothing can be worn for many occasions. Basic styles combine well with shoes and other garments to look attractive.)

EXAMPLES: Navy blue wool blazer, beige sweater, gray slacks, white shirt, medium length brown tweed skirt

F. Garments and accessories accent and expand wardrobe

(NOTE: Wardrobe extenders are special, interesting, and exciting. They consist of unusual colors, textures, and trims that add versatility and flexibility to the wardrobe.)

G. Versatile garments can be worn most of the year

H. Garments can be mixed and matched

IX. Resources to aid in wardrobe planning

A. Existing wardrobe

(NOTE: The existing wardrobe contains items on which to build.)

B. Home sewing

(NOTE: This resource is possible only if you have skills and the time to sew.)

C. Used clothing market

(NOTE: There are shops that sell high quality, seldom-used clothing that is in excellent condition.)

D. Recycled clothing

(NOTE: Adding trim, removing tired-looking decorations, dyeing, or altering can revitalize garments.)

E. New clothing purchases

X. Factors affecting decisions made in selecting clothing items for wardrobe

A. Money available

B. Climate

C. Lifestyle

D. Upkeep and care of specific garments

EXAMPLES: Special pressings, re-application of finishes, dry cleaning

INFORMATION SHEET

XI. Social-psychological aspects of clothing

(NOTE: People wear clothing for many reasons; the clothing worn is determined by various factors.)

A. Modesty

(NOTE: What is considered modest in one society might not be considered modest in another. Also, people of different time periods in the same society may have different ideas about modesty, e.g., the bathing suits worn in the 1980's are quite immodest by the standards of the early 1900's, even the 1950's.)

B. Protection

EXAMPLES: Astronauts wear space suits; firefighters wear special clothing to protect them from fire, smoke, and water; steelworkers wear protective aprons, glasses, gloves and hats; sports activities such as football, rugby, and hockey require special clothing.

C. Status

D. Identification

EXAMPLES: Uniforms worn by police officers, waiters, airline workers, and military personnel

(NOTE: There is also an informal system of uniforms. Sometimes people of the same age or who have the same interest may dress alike to show a common bond.)

E. Adornment

F. Expressions of individuality and conformity

G. First impressions

H. Roles

EXAMPLES: Sex, age, activities

I. Tradition

J. Entertainment

EXAMPLE: Movies, broadway musicals

K. Famous people

L. History

INFORMATION SHEET

XII. Ways to use existing wardrobe

A. Recycle

EXAMPLES: Make a short sleeve shirt out of a shirt with sleeves which are too short; dye a stained garment; add trim or decals to change desired look or to mend a hole; shorten a dress to make a tunic; make a pair of shorts from slacks with legs which are too short; add a ruffle to a skirt that is too short; construct something new from an old garment with fabric that is still good.

B. Make minor sewing repairs

EXAMPLES: Mend holes, replace hems and buttons

C. Clean or launder

XIII. Types of wardrobe extenders

(NOTE: Wardrobe extenders are accessory items that enhance the fundamental wardrobe pieces. An extender may be a classic item such as a silk scarf, or a fad item that may be worn only once or twice.)

A. Scarves

B. Vests

(NOTE: Vests may be considered garments or wardrobe extenders.)

C. Hats

D. Belts

E. Jewelry

F. Ties

G. Socks and stockings

H. Gloves

I. Handbags

J. Shoes

(NOTE: Shoes can be considered extenders or staples. Navy blue shoes would be considered a staple and pink shoes would be considered an extender.)

INFORMATION SHEET

XIV. Reasons for using accessories

(NOTE: You should remembers to select accessories that are in proportion to your body size. For example, small people look better in small accessories. You do not want to wear something so large that the accessory overwhelms you.)

A. To reflect the image and personality that you want to project

EXAMPLE: Wear very few and simple accessories if you are trying to project a conservative image.

B. To add variety to your wardrobe

C. To coordinate your wardrobe

EXAMPLE: Gray slacks and a white shirt may be drawn together by adding a tie that has gray in it.

D. To help you stay current with the latest fashions

(NOTE: Watch newspapers, magazines and stores for the new fashions. Then look for an accessory that will help give an old outfit that new look.)

E. To help camouflage figure flaws

EXAMPLES: A long thin neck may appear shorter if a tie or scarf is worn; bright jewelry or a scarf at the neckline will draw attention away from large hips.

F. To emphasize figure strengths

WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #1 — ANALYZE HOW CLOTHING AFFECTS IMAGE PROJECTION

NAME ________________________________ SCORE ______________

Ideally, we would like to be judged by our character, abilities, actions, and potential. What we wear should not matter very much, but it does. The way we dress can imply trustworthiness, responsibility, and sense of belonging.

"I fit in," a clothing message may suggest, or "I can handle the job." Our appearance might identify us as being fun-loving, nonconforming, or insecure. Our appearance can also convey the nature of our job or where we work.

PART I

Analyze how clothing affects image projection by reading the following situations and answering the questions after each one.

SITUATION 1

A high school student worked part time at an ice skating rink in a shopping mall. He was one of several skaters employed to ensure the safety of the skaters. The employees were asked to wear uniforms. As the season wore on, the employees gradually replaced the rink uniforms with their own clothes. They started wearing jeans and sweaters that they felt were more comfortable. Within a few weeks of these changes, the employees noticed that they were being ignored when they asked unruly skaters to get off the ice. They asked for a meeting with their supervisors and it was decided that it was important for the employees to wear their uniforms. In a short time the employees had the skaters under control.

A. Why do you think the employees were ignored when they worked in their jeans and sweaters instead of their uniforms?

____

____

____

B. What message was conveyed when the employees were wearing their uniforms?

____

____

ASSIGNMENT SHEET #1

SITUATION 2

A middle-aged man had suffered a severe stroke. His wife was awaiting a conference with the neurosurgeon regarding possible surgery. While she was in the waiting room, a somewhat sloppily dressed person appeared at the nurses' station and requested records from the nurse. Immediately the patient's wife thought, "I won't let him operate on my husband!"

A. What message did the doctor convey to the patient's wife?

____

____

B. Why do you think the wife was somewhat hesitant to let the doctor operate on her husband?

____

____

PART II

Stereotyping others according to what we see may not be fair, but it is a fact of life. Quick judgment can be refuted if we have or take time to get to know a person better. However, in a situation where time is precious, the initial impression may be the decisive factor in forming an attitude about a person.

A. Go to an area where there are lots of people. This may be a shopping center or a football game. Write a one- or two-word description of the clothing message that you receive from the first ten people you see. Note the clue or clues that triggered your reaction to that person. A clue may be a tailored suit, and the clothing message may be confidence and intelligence.

	CLOTHING MESSAGE	CLUE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

ASSIGNMENT SHEET #1

B. Do the clothes in *your* wardrobe project the image that *you* want to project?

____

____

C. If not, what changes do you need to make in order to project the image that you want?

____

____

____

____

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WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #2 — CONDUCT A CLOTHING INVENTORY

NAME ______________________________ SCORE ______________

Many people have a closet filled with clothes and still complain, "I have nothing to wear!" This statement might actually be true. Building a workable wardrobe requires careful thought.

PART I

Before purchasing clothing items or accessories, consider what you already own. Use the following wardrobe inventory form to help in evaluating your present wardrobe. List items and their colors. Then check the appropriate columns.

ASSIGNMENT SHEET #2
WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer useable
Outerwear (Coats, jackets, heavy sweaters, windbreakers)								
Casual wear (Jeans, t-shirts, shorts, shirts, slacks)								

ASSIGNMENT SHEET #2

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer useable
Active sportswear (Swimming suit, ski wear, tennis outfits, golf clothing)								
Dress wear (Suits, dresses, church clothing, good school clothes)								

ASSIGNMENT SHEET #2

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer useable
Formal wear (Suits, formals) 								
Underwear (T-shirts, socks, underpants) 								

ASSIGNMENT SHEET #2

Category	Item	Color	Worn often	Worn seldom	Needs repairs	What repairs	Can be recycled	No longer useable
Sleepwear (Pajamas, robes) 								
Footwear (Shoes, boots) 								

ASSIGNMENT SHEET #2

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer useable
Accessories (Belts, hats, scarves, vests) 								

ASSIGNMENT SHEET #2

PART II

After you have taken inventory of your wardrobe, answer the following questions.

1. Does your wardrobe contain several garments that can be worn for several occasions?

   ____

   Give examples. ________________________________

   ____

   ____

2. Does your wardrobe contain comfortable, well-fitting clothes? ______________

3. Are most of your wardrobe items in good condition? ________________

   If not, what can be done to improve the condition of wardrobe items?

   ____

   ____

   ____

4. Does your wardrobe contain one or two basic colors? ________________

   What colors do you have the most of in your wardrobe? ______________

   ____

5. Does your wardrobe contain an ample amount of clothing for each season?

   ____

6. Does your wardrobe contain clothing that can be coordinated and interchanged?

   ____

   Describe these items. List their combinations. ____________________

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET #2

7. What are the strengths of your wardrobe?

8. What are the weaknesses of your wardrobe?

9. Realistically, how could your wardrobe be improved?

ASSIGNMENT SHEET #2

PART III

Analyze how you spend your time. Use the following checklist to evaluate your wardrobe inventory. On the left, list the activities in which you are regularly involved. On the right check the column applying to the status of each category of your wardrobe. This checklist will assist you in making a plan for items to purchase.

WARDROBE EVALUATION

ACTIVITIES	LOTS	SOME	NEED MORE

WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #3 — MAKE A PERSONAL COLOR KEY

NAME ______________________________ SCORE ______________

Color is one of the most interesting and exciting factors in wardrobe selection and is the first thing people see. So, it is important to select colors for your clothes that complement your personal coloring.

Your personal coloring is composed of four parts: hair color, eye color, skin color, and lip tone. All four components must be considered when determining the colors that look best on you.

One of the easiest ways to determine which colors look best on you is to make a color key. This can be done by finding swatches that are near your personal coloring to carry with you when shopping for clothes.

Make a personal color key by completing the following steps. Check the box after each step has been completed.

A. Cut a one-inch by four-inch strip of poster board. ☐

B. Locate swatches of paper, fabric, or paint chips the color of your hair. ☐

(NOTE: With a mirror and good light, carefully check the swatches against your hair color. If your hair color is not the natural color, you may want to match the natural color of your eyebrows. You may also want to get the opinion of a friend.)

C. Cut swatch into a one-inch square and mount on the strip of poster board. ☐

D. Locate swatches of paper, fabric, or paint chips the color of your eyes. ☐

(NOTE: If both eyes are not the same color, include both colors.)

E. Cut swatch into a one-inch square and mount on the strip of poster board. ☐

F. Locate swatches of paper, fabric, or paint chips the color of your skin. ☐

(NOTE: Select the square most similar to the color of your face. If you are very tan, match it to the lighter area of your body. Be sure and match the color of your skin without make-up.)

ASSIGNMENT SHEET #3

G. Cut swatch into a one-inch square and mount on the strip of poster board. ☐

H. Locate swatches of paper, fabric, or paint chips the color of the inside of your bottom lip. ☐

(NOTE: Roll your bottom lip down and look at the color on the inside. This is the family color for choosing lipsticks and blushers.)

I. After completing steps A through H mount your color key on a three-by-five-inch card and write your name and address on the back of it so it can be returned to you if lost. It is a good idea to protect your color key by covering with clear plastic. ☐

WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #4 — MAKE A WARDROBE PLAN

NAME ____________________ SCORE __________

Establishing a personal wardrobe sounds simple. However, modern technology has provided us with such a variety of colors, textures, and clothing designs that this task has become complicated. Selections are limitless. Also complicating matters further is the variety of activities we are involved in. Lifestyles often include needing clothes for church, school, sports activities, home, and job. With this variety, planning a coordinated wardrobe is even more important.

PART I

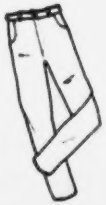
Using your clothing inventory from Assignment Sheet #2, complete the wardrobe planning form that follows. Make a plan that will increase the effectiveness of your present wardrobe. Use the guidelines listed below to make the most of these valuable resources!

- Plan for your shopping needs.
- Look for styles that are suitable for your figure type, age, image, activities, and budget.
- Select clothes that fit into and add to the versatility of your wardrobe.
- Plan ahead and compare merchandise for quality of fabric, construction, and care.
- Read hangtags and care labels for desired performance characteristics.
- Be aware of the names of the manufacturers that produce the clothing you like and can afford.

After identifying clothing needed, the reason needed, and the estimated cost, visit local clothing stores or use other available resources, such as catalogs or magazines, to determine the actual cost of your needs.

ASSIGNMENT SHEET #4

WARDROBE PLAN

Category	Items Needed	Reason Needed	Estimated Cost	Actual Cost
Outerwear				
Casual wear 				

ASSIGNMENT SHEET #4

Category	Items Needed	Reason Needed	Estimated Cost	Actual Cost
Active sportswear 				
Dresswear 				

ASSIGNMENT SHEET #4

Category	Items Needed	Reason Needed	Estimated Cost	Actual Cost
Formal wear 				
Underwear 				

ASSIGNMENT SHEET #4

Category	Items Needed	Reason Needed	Estimated Cost	Actual Cost
Sleepwear				
Footwear				
Accessories				

ASSIGNMENT SHEET #4

PART II

1. How do you feel that the addition of these items would increase the effectiveness of your wardrobe?

2. What was the total amount of money you estimated these purchases would cost?

3. What was the actual amount of money that these purchases would cost?

WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #5 — RECYCLE A CLOTHING ITEM

NAME ____________________ SCORE __________

You may notice that many of your clothes are not usable in their present form. It may be possible to use these garment parts to create new fashions or accessories. Recycled clothing items can add to an existing wardrobe at little or no expense.

Select a garment that you no longer consider useful in its present form. Use available resources, such as pattern books, magazines, etc. to assist you in making a plan for recycling this garment. Use your plan to recycle the clothing item. Answer the following questions upon completion of this project.

1. What item did you recycle? ____________________
2. What did you make from this item? ____________________
3. What materials did you purchase in order to complete this project?

   ____

   ____

   ____
4. How much did it cost you to recycle the item? ____________________
5. How many hours did it take you to complete the project? ____________________
6. How much would the recycled item sell for in a store? ____________________
7. If completing this project again, what changes would you make, if any?

   ____

   ____
8. Will you use or wear the finished item? ____________________

   Explain your answer. ____________________

   ____

WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #6 — CHOOSE APPROPRIATE ACCESSORIES

NAME ______________________________ SCORE ______________

The choice of accessories is a matter of taste. Good taste is the ability to recognize and enjoy what is beautiful and excellent, a sense of what is harmonious, appropriate and socially proper. Many things influence what is considered good taste, such as where you live, your culture, age, and lifestyle. What is proper in New York City, for example, is not necessarily good in Oklahoma.

Accessories refer to everything except the garment, and they play an important part in any wardrobe. They include items from shoes to eyeglasses to nail polish. It takes time, good planning and a lot of imagination to accessorize your clothes properly. Choose accessories that harmonize with each other and that can be worn with more than one outfit. All accessories should be purchased with your personality in mind. Be a collector of appropriate accessories and choose them for lasting value. Keep up and have fun with the constantly changing fads, but invest the most money in timeless classics such as quality leather, good metals, and jewelry to form the basis of your accessory collection.

Accessories do not need to match, but they should harmonize. In assembling a costume, you are creating a work of art. You must have one main center of interest. Other points of interest must be subordinate to that one. Too many points of interest weaken and cheapen the whole look. Strive for simplicity.

When choosing accessories, if in doubt, leave it out.

Choose appropriate accessories by completing the following exercises.

PART I

The following list indicates a point value for various articles of apparel. Evaluate the accessories that you are presently wearing by completing the following exercise. Write the appropriate number in the blank beside each item that you are wearing. Total your points and answer the questions that follow the list. Generally when the total does not exceed fourteen, appropriate accessories have been chosen.

ASSIGNMENT SHEET #6

ARTICLE OF APPAREL		POINT VALUE	YOUR POINTS
Dress	Solid	1	______
	Figured	2	______
	Buttons—if not self fabric	1	______
	Belt or buckle—if not self fabric	1	______
	Collar and/or cuffs—if color is different from dress	1	______
Suit		1	______
	Contrasting jacket or blazer	1	______
	Buttons—if not self fabric	1	______
	Belt—if not self fabric	1	______
	Piping or other trim	1	______
Slacks		1	______
Skirt		1	______
Blouse, sweater or vest, or shirt—unless same color as suit, slacks or skirt		1	______
Shoes	Plain	1	______
	With open heels or toes	2	______
	Bow, buckle, or strap	1	______
Hose or socks	Colored	1	______
	Colored heels or seams	2	______
	Figured, plaid, or textured	2	______
Necklace		1	______
Brooch or pin		1	______
Lapel pin		1	______
Earrings		1	______

ASSIGNMENT SHEET #6

ARTICLE OF APPAREL		**POINT VALUE**	**YOUR POINTS**
Glasses	Plain	1	______
	Colored or decorated	2	______
Bracelet		1 for each	______
Wrist watch		1	______
Rings		1 for each	______
Flowers		1	______
Gloves	Plain	1	______
	Different stitching or decorated	2	______
Hat	Self-trimmed	1	______
	Other trim (ribbon, veiling, flowers, feathers)	1 for each trim	______
Scarf or tie		1	______
Handbag or backpack			
	Plain	1	______
	Handle, strap, trim or frame if different from handbag or backpack	1 for each	______
Handkerchief—if showing		1	______
Other		1 for each	______
TOTAL POINTS			______

A. Are you pleased with your total? ____________________

B. List any accessories that you feel you should add to or eliminate from what you are wearing today.

____

____

____

ASSIGNMENT SHEET #6

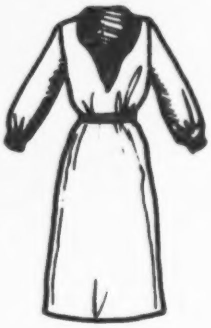
PART II

Fashion designers and fashion directors give as much thought and time to accessorizing clothes as they do to the clothes themselves. By varying accessories, one outfit can be given a dozen different looks.

Choose appropriate accessories for four of the outfits pictured. Read the descriptions and cut pictures of suitable accessories from magazines and catalogs and glue them in the space provided.

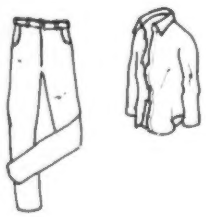
(NOTE: Accessories include such items as shoes, scarves, pins, earrings, necklaces, gloves, purses, rings, ties, and cuff links.)

A. Winter white dress made of wool crepe

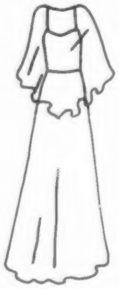


ASSIGNMENT SHEET #6

B. Blue jeans and white oxford cloth shirt

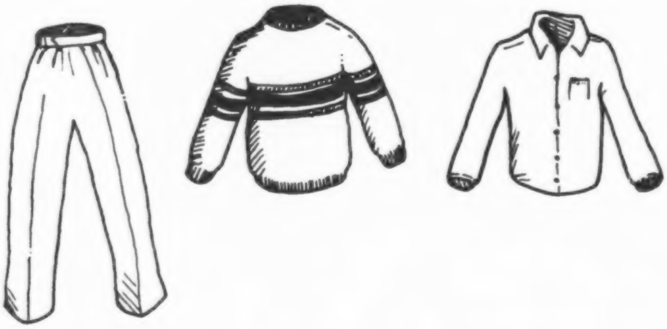


C. Wine evening dress

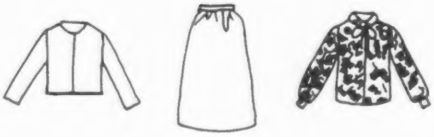


ASSIGNMENT SHEET #6

D. Gray slacks, red sweater, and light blue shirt

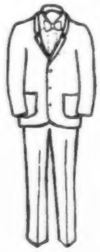


E. Gray jacket and skirt with gray and royal blue print blouse

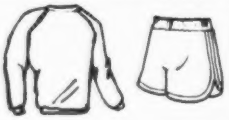


ASSIGNMENT SHEET #6

F. White tuxedo

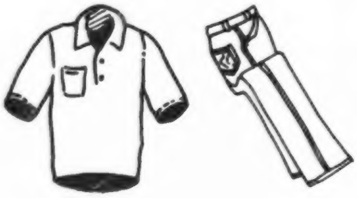


G. Light blue jogging or exercise outfit



ASSIGNMENT SHEET #6

H. Red knit shirt and white fashion jeans



ASSIGNMENT SHEET #6

PART III

Accessories that can be used with more than one outfit give better wardrobe value.

Look over the accessories that you chose to be worn with the garments in Part II. Which of these accessories could be used with one of the other outfits? List any multiple-use accessories below.

EXAMPLES: Tie worn with shirt in B could be worn with shirt in D.

Bracelet worn with dress in A could be worn with dress in C.

ASSIGNMENT SHEET #6

PART IV

Accessories do not have to be expensive to look good. Many accessories such as belts and ties can be made by hand at substantial savings.

Choose an accessory to make. Look in pattern books, craft books, and fashion magazines for ideas. Then answer the following questions.

A. What type of accessory did you choose? ____________________

____

B. How will the accessory be used?

EXAMPLE: Tie to wear with brown shirt.

____

____

____

C. What materials will be needed? ____________________

____

____

D. What is the total cost of the accessory? ____________________

E. How much money would you save by making the accessory instead of buying it?

____

____

WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #7 — SELECT CLOTHING FOR SPECIFIC SITUATIONS

NAME ______________________ SCORE __________

Clothing communicates many messages to those around you. It serves as packaging in which you present yourself to the world. Being well-dressed means having the ability to select clothing suitable to the time, place, and occasion. What you select to wear is also affected by the climate, weather, and what others are wearing. Use unit information to help you complete this assignment.

PART I

Consider the following statements concerning clothing selection. Use the space following each statement to write your reaction to the statements.

1. "People choose their clothes to conform to what everyone else is wearing."

____

____

____

2. "What you wear is going to express something about your personality."

____

____

____

3. "If people don't like the way I look, that's their hard luck."

____

____

____

4. "Clothing reflects your self-image, that is, the way you feel about yourself."

____

____

____

ASSIGNMENT SHEET #7

5. "What you wear when you meet someone doesn't affect the impression you make."

____

____

____

6. "Clothing has nothing to do with your selection of friends."

____

____

____

7. "The mood you are in affects garment selection."

____

____

____

8. "Clothing has nothing to do with the way you will act."

____

____

____

9. "You and your parents have similar tastes in clothing for you."

____

____

____

10. "I select garments because they are in style. It doesn't matter how they look on me."

____

____

____

ASSIGNMENT SHEET #7

PART II

Given the following situations, what clothing would you recommend that each person select? Why would you make these recommendations? Clip pictures from catalogs, newspapers, magazines, or other available resources to illustrate your selection of outer wear for each of the situations below. Place these pictures in the space provided.

SITUATION A

Kent is dressing for a job interview. His interview is for a part-time secretarial position. His interview is to be at 3:00 p.m. at the office where he would like to work. It is a cold December day and Kent has taken into consideration that the thermostat will be set low. Full-time men on staff are required to wear a shirt and tie to work.

1. What clothing do you recommend that Kent wear? ______________________________

   ____

   ____

   ____

2. Why do you recommend this type of clothing for Kent? ______________________

   ____

   ____

   ____

3. Pictures of clothing selections

ASSIGNMENT SHEET #7

SITUATION B

Julie is dressing for her first day at her new job at an auto parts warehouse. She is responsible for assisting in filing orders and delivering parts to customers in town. It is a hot July day and the warehouse and pickup are not air conditioned. Julie will be working with five male employees.

1. What clothing do you recommend that Julie wear? ____________________

____

____

____

2. Why do you recommend this types of clothing for Julie? ____________________

____

____

____

3. Pictures of clothing selections

ASSIGNMENT SHEET #7

SITUATION C

Jim and Sarah are dressing to go to the high school football game. They will be attending a party after the game where the rest of their high school friends will be. It is a cold November evening. Consider what will be appropriate for the game and for the party.

1. What clothing do you recommend that Jim wear? ______________________________
2. Why do you recommend this type of clothing for Jim? ______________________________
3. Pictures of clothing selections

ASSIGNMENT SHEET #7

4. What clothing do you recommend for Sarah? ______________________________

____

____

____

5. Why do you recommend this type of clothing for Sarah? ____________________

____

____

____

6. Pictures of clothing selections

WARDROBE PLANNING
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor.

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor.

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor.

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor.

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor.

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor.

Assignment Sheet #7 — Evaluated to the satisfaction of the instructor.

WARDROBE PLANNING
UNIT I

TEST

NAME ________________________________ SCORE ______________

1. Match terms associated with wardrobe planning to the correct definitions. Write the correct numbers in the blanks provided.

_____a. Popular styles

_____b. One's manner of living; the activities in which one engages on a regular basis

_____c. Bringing into harmony the different parts of a wardrobe

_____d. List of items

_____e. All the clothing items owned by one person

_____f. Way you stand, walk, and sit

_____g. Items of clothing usually of classic design and color; can be worn for many occasions

_____h. Those garments worn only during a particular time of year

_____i. Clothing items worn in addition to basic garments

_____j. Those things bought suddenly with no forethought or planning

_____k. Article of clothing that is usually very noticeable; is popular with a particular group for a short time

_____l. Good basic design and lasting qualities

1. Fad
2. Basics
3. Wardrobe
4. Posture
5. Style
6. Fashion
7. Seasonal clothes
8. Impulse buys
9. Coordination
10. Lifestyle
11. Accessories
12. Inventory

2. Describe three functions of clothing.

a. ____

b. ____

c. ____

TEST

3. Identify factors to consider when making wardrobe selections. Write an "X" in the blank before each correct answer.

______a. Fad

______b. Trend

______c. Posture

______d. Style

______e. Fancy

______f. Fashion

4. List four factors that affect clothing appearance.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

5. Identify guidelines for wardrobe planning. Write an "X" in the blank before each correct answer.

______a. Consider the image that you want to project

______b. Plan ahead

______c. Buy accessories for each garment

______d. Concentrate on expensive fad items

______e. Consider more expensive garments first

______f. Plan for versatility

______g. Consider fashion trends

______h. Select many different colors

______i. Coordinate accessories

TEST

6. Arrange in order the steps in wardrobe planning. Write a "1" in front of the first step, a "2" in front of the second step, and so on.

_____a. Determine lifestyle

_____b. Shop for best buys

_____c. Inventory present wardrobe contents

_____d. Evaluate condition of clothing items

_____e. Make a plan for wardrobe additions

_____f. Calculate amount of money available for wardrobe additions

7. List four personal characteristics that affect colors one should select for wardrobe items.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

8. Select from the following list characteristics of a well-planned wardrobe. Write an "X" in the blank before each correct answer.

_____a. Clothing exhibits basic styles

_____b. Few garments can be worn for more than one occasion

_____c. Garments and accessories accent and expand wardrobe

_____d. Clothing has many colors

_____e. Clothing is not well maintained

_____f. Clothes are comfortable and well-fitting

9. List three resources to aid in wardrobe planning.

a. ____________________

b. ____________________

c. ____________________

TEST

10. Select from the following list factors affecting decisions made in selecting clothing items for wardrobe. Write an "X" before each correct answer.

_____a. Lifestyle

_____b. Time of day

_____c. Upkeep and care of specific garments

_____d. Length of time you have to shop

_____e. Climate

_____f. Money available

_____g. Season of the year

_____h. What others are wearing

11. Name five social-psychological aspects of clothing.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

12. State ways to use existing wardrobe.

a. ______________________________

b. ______________________________

c. ______________________________

13. List six types of wardrobe extenders.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

TEST

e. ____________________

f. ____________________

14. Identify reasons for using accessories. Write an "X" in the blank before each correct answer.

_____a. To reflect the image and personality that you want to project

_____b. To date fashion items

_____c. To add variety to your wardrobe

_____d. To coordinate your wardrobe

_____e. To maximize figure faults

_____f. To help you stay current with the lastest fashions

_____g. To help camouflage figure flaws

(NOTE: Test item 15 lists the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

15. a. Analyze how clothing affects image projection.

b. Conduct a clothing inventory.

c. Make a personal color key.

d. Make a wardrobe plan.

e. Recycle a clothing item.

f. Choose appropriate accessories.

g. Select clothing for specific situations.

WARDROBE PLANNING
UNIT I

ANSWERS TO TEST

1. a. 6
b. 10
c. 9
d. 12
e. 3
f. 4
g. 2
h. 7
i. 11
j. 8
k. 1
l. 5

2. Answer should include any three of the following.

a. Keeps one warm and protected
b. Creates a desired appearance
c. Meets certain emotional needs
d. Defines roles

3. a, b, d, f

4. Answer should include any four of the following.

a. Body build
b. Clothing design
c. Health
d. Posture
e. Grooming
f. Accessories

5. a, b, e, f, i

6. a. 3
b. 6
c. 1
d. 2
e. 5
f. 4

7. a. Skin color and tone
b. Hair color
c. Eye color
d. Body build

8. a, c, f

ANSWERS TO TEST

9. Answer should include any three of the following.

   a. Existing wardrobe
   b. Home sewing
   c. Used clothing market
   d. Recycled clothing
   e. New clothing purchases

10. a, c, e, f

11. Answer should include any five of the following.

    a. Modesty
    b. Protection
    c. Status
    d. Identification
    e. Adornment
    f. Expressions of individuality and conformity
    g. First impressions
    h. Roles
    i. Tradition
    j. Entertainment
    k. Fame
    l. History

12. a. Recycle
    b. Make minor sewing repairs
    c. Clean or launder

13. Answer should include any six of the following.

    a. Scarves
    b. Vests
    c. Hats
    d. Belts
    e. Jewelry
    f. Ties
    g. Socks and stockings
    h. Gloves
    i. Handbags
    j. Shoes

14. a, c, d, f, g

ANSWERS TO TEST

15. a. Evaluated to the satisfaction of the instructor.

    b. Evaluated to the satisfaction of the instructor.

    c. Evaluated to the satisfaction of the instructor.

    d. Evaluated to the satisfaction of the instructor.

    e. Evaluated to the satisfaction of the instructor.

    f. Evaluated to the satisfaction of the instructor.

    g. Evaluated to the satisfaction of the instructor.

SELECTING CLOTHING
UNIT II

UNIT OBJECTIVE

After completing this unit the student should be able to determine ways to get the most from their clothing dollar and develop a basic wardrobe. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with clothing selection to their correct definitions.
2. Identify ways to stretch clothing dollars.
3. List factors that influence buying habits
4. State recommended shopping practices.
5. List types of clothing sales.
6. Identify types of places for purchasing clothing.
7. State rules to observe when shopping.
8. State the purpose of Federal labeling laws.
9. Distinguish between required and optional information found on handtags and labels.
10. Identify shopping aids.
11. List female and male figure types.
12. State guidelines for judging quality of ready-to-wear clothing.
13. Select from a list money-saving tips for buying ready-to-wear.
14. Identify guidelines for purchasing accessories.
15. Identify guidelines for buying shoes.
16. Identify guidelines for buying underclothes.
17. Select from a list provisions of the Care Labeling Rule.
18. State questions to answer before purchasing a sale item.

OBJECTIVE SHEET

19. Match ways to pay for clothing purchases to their correct descriptions.
20. Determine price per wearing of clothing.
21. Analyze factors that influence personal buying habits.
22. Gather information about local clothing stores.
23. Survey stores where clothing can be purchased.
24. Explore ways to improve shopping skills.
25. Make a shopping aid.
26. Select complementary wardrobe items.
27. Evaluate label or hang tag.
28. Interpret care label information.

SELECTING CLOTHING
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Supplements
  1. Supplement #1 — Analyze Personal Clothing Budget
  2. Supplement #2 — Identify Terms Smart Shoppers Know
- D. Transparency masters
  1. TM #1 — An Average American Family's Budget for After-Tax (Disposable) Income
  2. TM #2 — Mind Your Shopping Manners
  3. TM #3 — Male Figure Types
  4. TM #4 — Female Figure Types
  5. TM #5 — Quality Check Points: Jacket or Blazer
  6. TM #6 — Quality Check Points: Slacks
- E. Information sheet
- F. Assignment sheets
  1. Assignment Sheet #1 — Determine Price Per Wearing of Clothing
  2. Assignment Sheet #2 — Analyze Factors that Influence Personal Buying Habits
  3. Assignment Sheet #3 — Gather Information About Local Clothing Stores
  4. Assignment Sheet #4 — Survey Stores Where Clothing Can Be Purchased
  5. Assignment Sheet #5 — Explore Ways to Improve Shopping Skills
  6. Assignment Sheet #6 — Make a Shopping Aid
  7. Assignment Sheet #7 — Select Complementary Wardrobe Items

SUGGESTED ACTIVITIES

8. Assignment Sheet #8 — Evaluate Label or Hang Tag

9. Assignment Sheet #9 — Interpret Care Label Information

G. Answers to assignment sheets

H. Test

I. Answers to test

II. Instructor's guide

A. Order materials to supplement unit.

1. Books

a. Baran, Nancy. *Money Management: Your Clothing Dollar.* Illinois: Household International, 1978.

b. *Current Consumer and Lifestudies*. Highland Park, Illinois: Curriculum Innovations, Inc., 1984.

(NOTE: This magazine can be ordered from Curriculum Innovation, Inc., 3500 Western Avenue, Highland Park, Illinois 60035.)

c. Wallace, Joanne. *Dress with Style*. Old Tappan, New Jersey: Revell Publishing, 1983.

d. Weiland, Barbara, and Leslie Wood. *Clothes Sense*. Portland, Oregon: Palmer/Pletsch Associates, 1984.

2. Media

a. *Dress Well Economically*. Color filmstrip with cassette, 20 minutes, Milliken Publishing Company, 1980. Available from Milliken Publishing Company, 1100 Research Boulevard, St. Louis, Missouri 63132.

(NOTE: This presentation has excellent information on dressing for less with tips on planning and shopping and caring for clothes. It also includes information on fiber properties.)

b. *How to Buy Shoes*. Color filmstrip with script, self-paced, JC Penney Company, nd. Available from Educational Relations, JC Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10019.

(NOTE: This presentation shows how to buy properly fitted shoes that will blend with your wardrobe. It also has information on how to care for shoes.)

SUGGESTED ACTIVITIES

c. *Putting Together a Basic Wardrobe*. Color videotape. Available for purchase from State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

(NOTE: Filmstrips a and b and others may be available by contacting your county's Oklahoma State University Cooperative Extension Home Economist.)

3. Extension fact sheet — T-1333 "Jeans and the Like"

(NOTE: This fact sheet may be obtained by contacting your county's Oklahoma State University Cooperative Extension Home Economist.)

B. Adapt materials for special needs students.

C. Discuss unit and specific objectives. Introduce unit by allowing students to view filmstrip *Dress Well Economically*. Use Transparency #1 and Supplement #1.

- Review Unit I, "Wardrobe Planning," from this guide. Point out that effectively planning a wardrobe can decrease the amount of money that must be spent to maintain a wardrobe.
- When discussing Transparency #1 point out to students that almost 9 percent of a family's income is spent on clothing purchases and that it is very important to spend this 9 percent wisely. Allow students to compute 9 percent of someone's income in order to see how much money there would be to spend on clothing.
- As students complete Supplement #1, help them realize that clothing management should involve the whole family and that how each member manages his or her clothing affects the entire family's clothing budget.
- Also as students complete Supplement #1, discuss the idea of buying expensive clothing items as investments to be worn for many years.

D. Discuss information and assignment sheets.

1. Discuss the terms and definitions associated with clothing selection using Information Sheet, Section I.

2. Discuss ways to get the most value from your clothing. Use Information Sheet, Section II, and Assignment Sheet #1.

    - When discussing Information Sheet, Section II, emphasize to students that it is important to be totally organized to effectively manage their clothing.

SUGGESTED ACTIVITIES

- Show videotape *Putting Together a Basic Wardrobe.*

- Have students complete Assignment Sheet #1 and remind them to think in realistic monetary terms.

3. Combine Information Sheet, Section III, and Assignment Sheet #2 to help students realize that there are factors that influence their buying habits.

   - Give each student an advertisement for clothing. Discuss whether the ad is informative or noninformative. Mount these ads on a bulletin board under the headings of either "Informative" or "Noninformative."

   - Have students bring to class a care label from a ready-to-wear garment, and explain how the care label had influenced them to buy the garment.

   - Ask students questions to help them determine what factors influenced them to purchase the outfit that they are wearing.

   EXAMPLES: Did an ad from a newspaper or magazine catch your eye and influence you to buy what you are wearing?

   Are you wearing the latest design from the fashion industry? Is it fad or fashion?

   Did your peer group influence you to buy the outfit?

   Did you like the fabric and think it could be easily cared for?

   Were you in a good mood when you purchased the item?

4. Relate to the students the importance of being a courteous and informed shopper. Combine Information Sheet, Sections IV through VI, Assignment Sheets #3, #4, and #5, and Supplement #2.

   - When discussing recommended shopping practices, stress to the students that they have rights and responsibilities as shoppers but the stores also have rights that should be observed.

   - Discuss types of sales. Emphasize to the students that just because something is on sale does not always mean that it is a good buy.

   - Discuss Supplement #2, "Terms Smart Shoppers Know."

   - Invite an employee of a clothing store to speak to the students on ways to improve their shopping skills. Allow the students to complete Assignment Sheet #3 at this time.

SUGGESTED ACTIVITIES

- Allow students to role play a scene where a shopper is returning some merchandise. Have one student play the part of a discourteous shopper. Show the same scene but have the shopper being courteous.

- Let students who have worked as a salesperson share some of the experiences that they have had with courteous and discourteous shoppers.

- Discuss places to purchase clothing in your community. Classify the stores as to the types listed in Information Sheet, Section V.

- Provide students with Yellow Pages to aid in the completion of Assignment Sheet #4.

5. Discuss rules to observe when shopping. Use Information Sheet, Section VII, and Transparency #2.

   - Have students observe shoppers and sales clerks. Ask the students to record their behavior. Was it courteous or discourteous?

   - Discuss with students the importance of returning items to the racks and the importance of refolding items when they are shopping.

6. Use Assignment Sheet #8 and Information Sheet, Sections VIII and IX to discuss clothing labels and hangtags.

   - Assign students to research current legislation on textiles and labeling.

   - Arrange for a study tour to local clothing and fabric stores to allow students to study and compare different types of hang tags and labels. This will assist students in completing Assignment Sheet #8.

   - Have students design both a hang tag and care label which contain desirable and required information. Allow class members to evaluate and select the best hang tag and care label. Use these as background for a bulletin board during this unit.

   - Gather old and new labels to study changes in labels over the years.

7. Assist students in making shopping aids. Using Information Sheet, Section X and Assignment Sheet #6.

   - Encourage students to make size cards for themselves.

   - Demonstrate to the students the correct way of taking small swatches of fabric from the seams of their clothing. Ask students to be very careful not to cut too far into the seam allowance. If fabric ravels, finish raw edges with zig-zag stitch. Also discuss using seam sealer for finishing raw edges.

SUGGESTED ACTIVITIES

(NOTE: Seam sealer is a substance that is bought in a squeeze bottle that when applied to raw seams will prevent them from raveling.)

- Explain that these swatches should be mounted on cards and used when shopping to coordinate their wardrobe.

8. Present information on figure types and how to judge quality of ready-to-wear clothing. Use Information Sheet, Sections XI through XIII, Assignment Sheet #7, and Transparencies #3 through #6.

    - Allow students to determine their own figure type.
    - Invite a person from a clothing store to discuss figure types and how to judge the quality of ready-to-wear clothing.
    - Ask resource person from clothing store to bring examples of clothing to fit different figure types.
    - Use Transparencies #5 and #6 when discussing points to look for when judging quality of ready-to-wear garments.
    - Emphasize the importance of looking one's best and feeling good about what one is wearing. Also emphasize that careful shopping and planning will allow them to purchase these items without spending a large sum of their clothing budget.

9. Combine Information Sheet, Sections XIV and XV, and Assignment Sheet #7 when discussing guidelines for purchasing accessories, shoes, and undergarments.

    - Invite an employee from a jewelry store to speak to the students on how to care for jewelry.
    - Point out to students that buying the latest accessories is a very economical way to update a wardrobe.
    - Invite a resource person from a shoe store to share information with the students about guidelines for buying shoes.
    - Allow students to view filmstrip *How to Buy Shoes*.
    - Have students select wardrobe of needed underclothing.
    - Discuss the importance of wearing underclothes for support and smooth figure lines.
    - Provide students with catalogs when they are completing Assignment Sheet #7.

SUGGESTED ACTIVITIES

10. Use Assignment Sheet #9 to supplement the discussion on the provisions of the Care Label Act.

    - Assist students in determining what measures should be taken to solve a problem with a textile product. The following steps usually are taken to solve problems:

        1. Take problem to person in charge at store where item was purchased.

        2. Take problem to manufacturer.

        3. Take problem to Federal Trade Commission.

III. Unit reference — Kates, Donna. *Personal Clothing Management*. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1985.

SELECTING CLOTHING
UNIT II

SUPPLEMENT #1 — ANALYZE PERSONAL CLOTHING BUDGET

On the average, most American families will spend from seven to nine percent of their annual budget on clothing. The money to purchase clothing may come from the parents' income and from money earned by the children in the family. Answer the following questions about your clothing budget.

A. How does your family decide how much money is spent on clothing? ____________

____

B. Do you think it is wiser to buy a large number of inexpensive items or a few, more costly items as investments?

____

Explain your answer. ____________________________

____

C. In trying to get the most for your clothing dollars, how do you decide which stores to shop?

____

D. What ways can you suggest for your family to stretch clothing dollars?

____

____

____

____

SELECTING CLOTHING
UNIT II

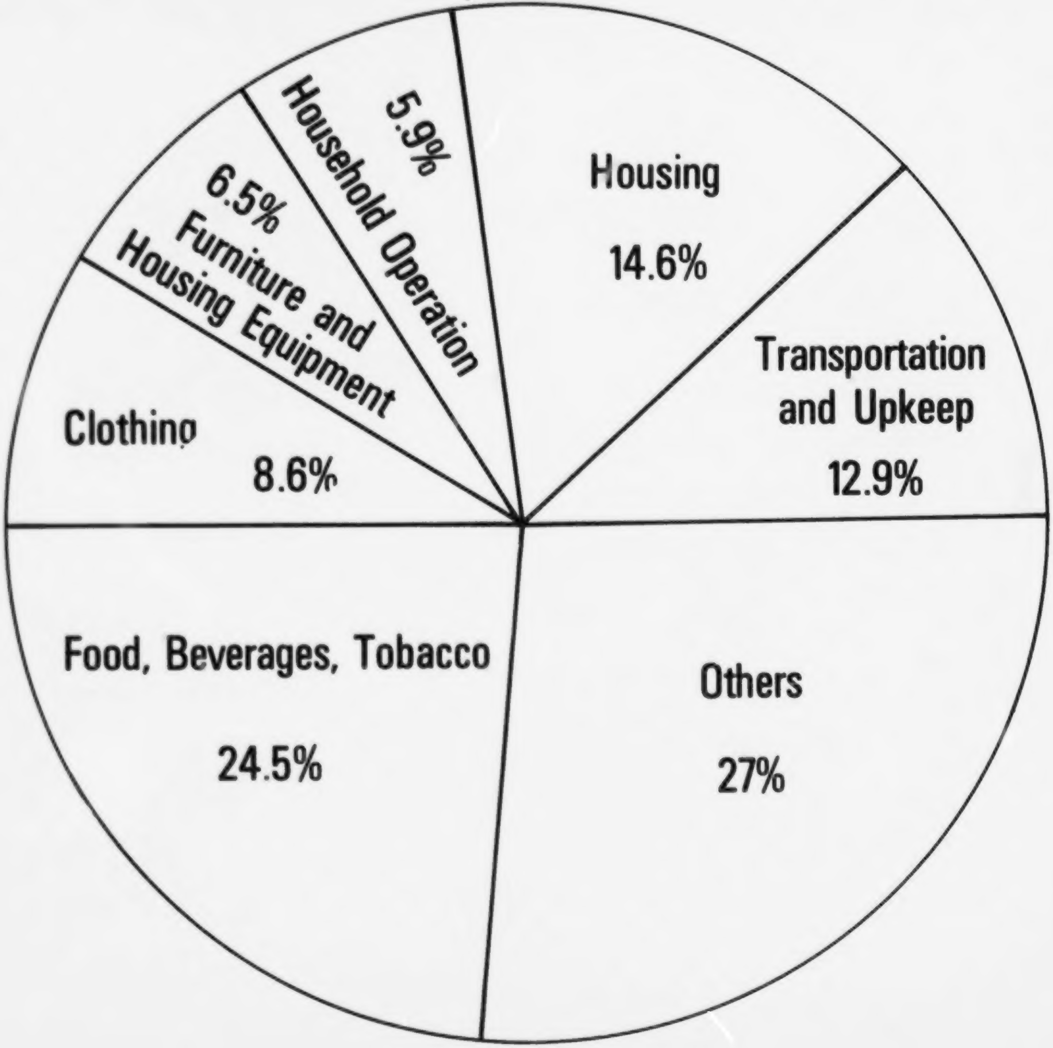
SUPPLEMENT #2 — IDENTIFY TERMS SMART SHOPPERS KNOW

A good buy is anything that suits your needs at a price you want to pay. If you can get what you want for less money than usual, or if you can get better quality or higher fashion for the same money, you have a good buy or a bargain.

The following terms are used to identify certain types of merchandise.

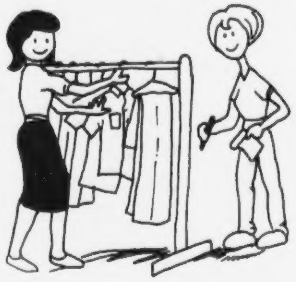
Irregulars	Manufactured articles with slight imperfections of some kind that are not usually noticeable. These items are sold at a discount. Irregular hosiery is perhaps the most common item sold as imperfect.
Seconds	Items that have flaws such as mended runs and tears.
As Is	Damaged articles sold as they are — no return permitted.
Loss Leaders	Special buys to get shoppers into a store in hope that they will buy other articles at regular prices.
Job Lots	Special orders from a manufacturer. They may or may not be of inferior quality. At times the manufacturer will give the retailer a good price for sale purposes. Items may be made during a slow season and manufacturers may sell them at cost merely to promote the brand and defray expenses of his or her plant.
Broken Lot	Lines of items that are being discontinued. Not all sizes or styles are available.
Damaged	Indicates that the garment has been soiled or torn.
Markdown	Sold at price lower than the usual price, most often at the end of the season.
Special Purchase Lot	Often a store buys all a manufacturer has left over at the end of the season at a reduced price, to clear.

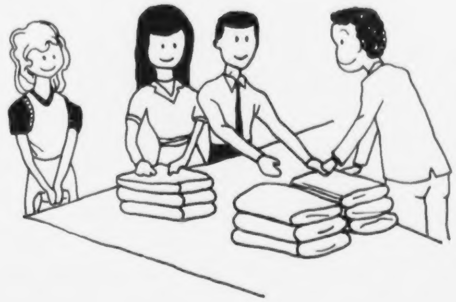
An Average American Family's Budget for After-Tax (Disposable) Income



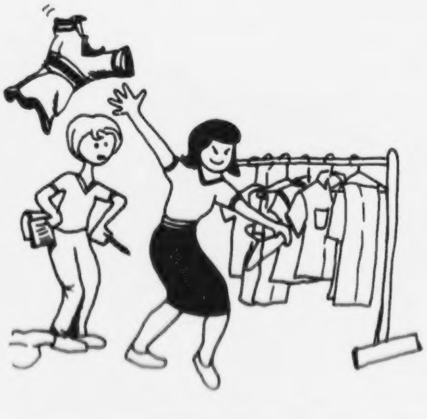
Mind Your Shopping Manners

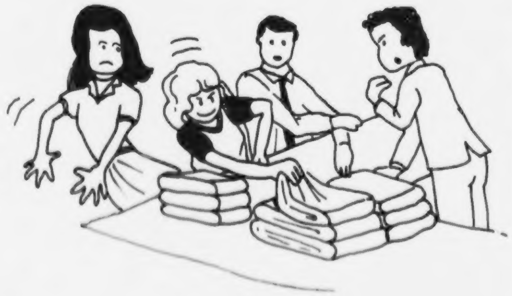
Do





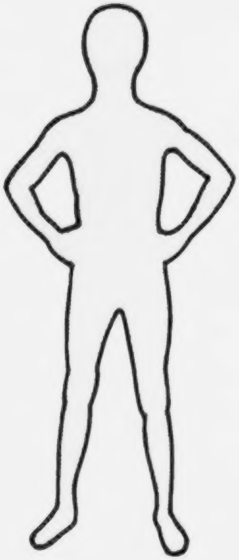
Do Not



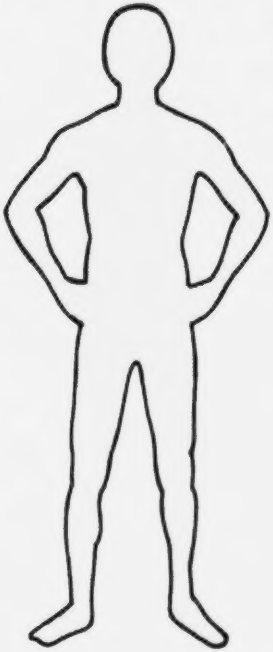


Adapted from *Steps in Clothing skills*, 1978, By Wanda Draper and Annetta Bailey, with permission of the Publisher, Glencoe/McGraw-Hill Educational Publishing. All rights reserved.

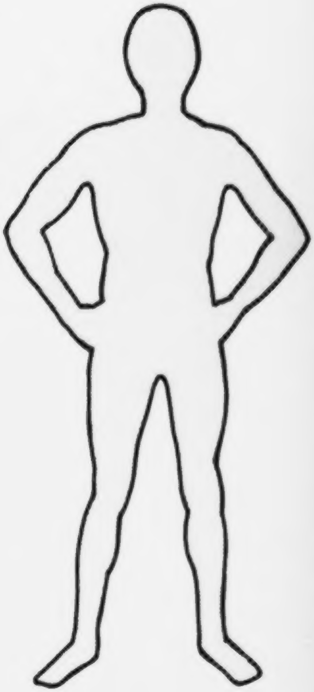
Male Figure Types



Boys



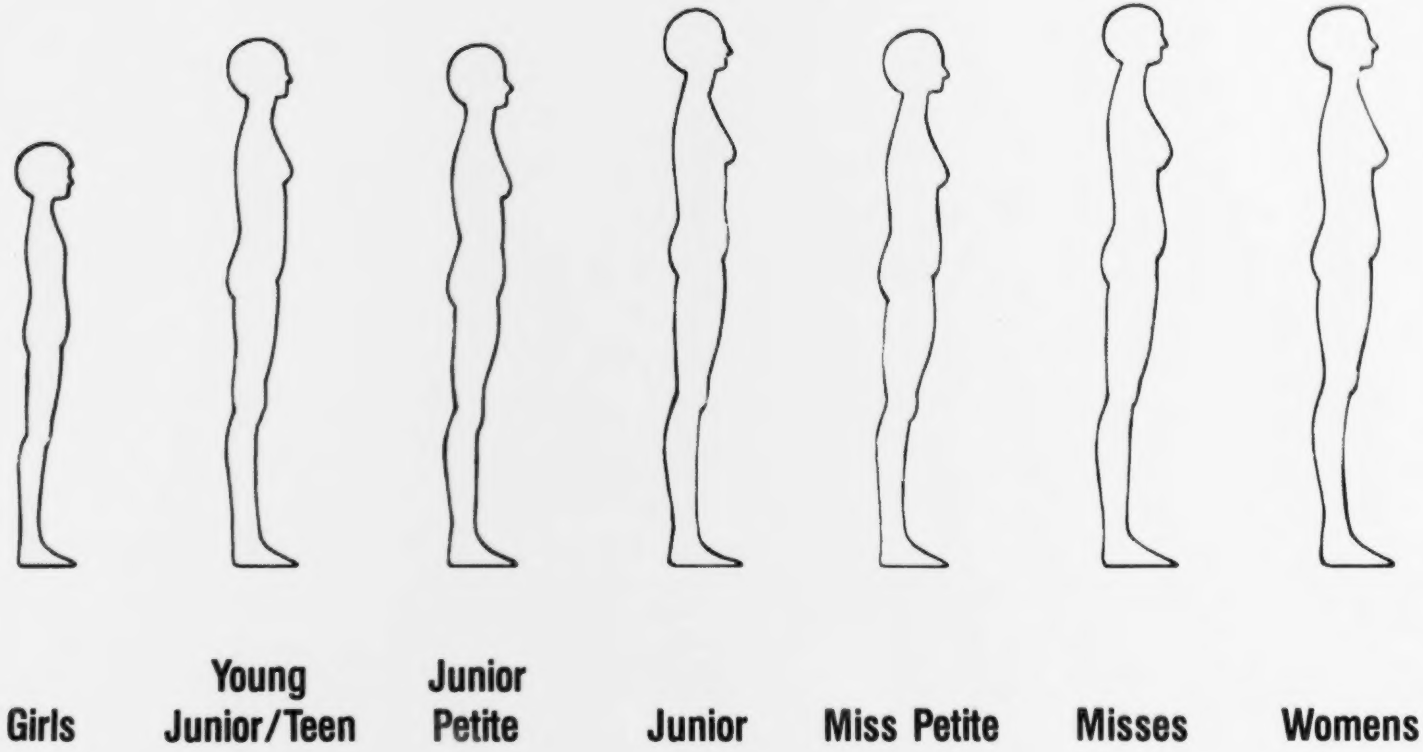
Teen Boys



Mens

© 1985 The McCall Pattern Company.

Female Figure Types


Girls
Young Junior/Teen
Junior Petite
Junior
Miss Petite
Misses
Womens

© 1985 The McCall Pattern Company.

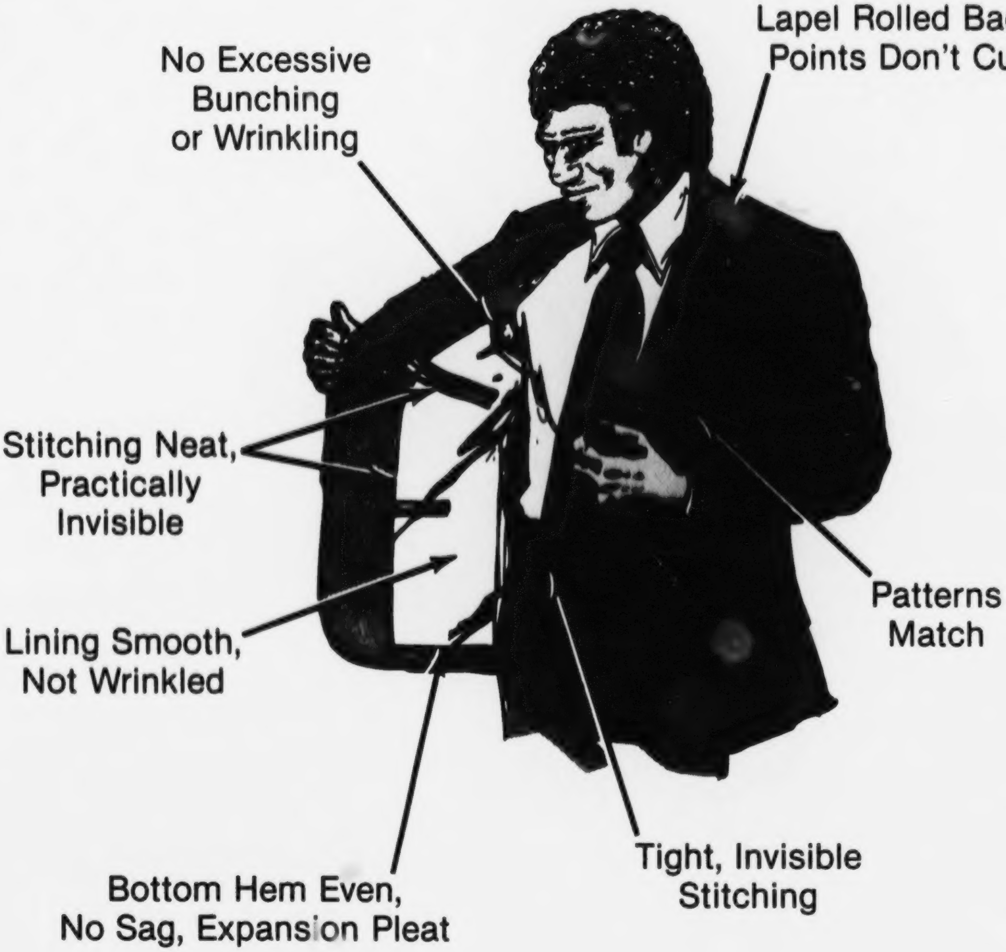
TM #4

SCM - 105

Quality Check Points

Jacket or Blazer

(What to Consider Before You Buy)

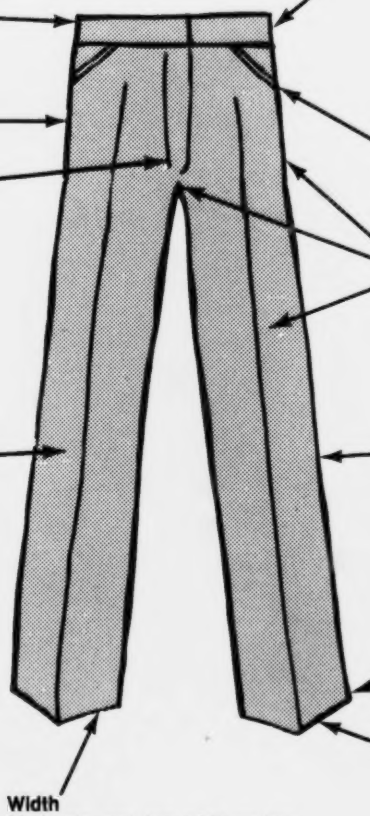

No Excessive Bunching or Wrinkling
Lapel Rolled Back, Points Don't Curl
Stitching Neat, Practically Invisible
Lining Smooth, Not Wrinkled
Patterns Match
Bottom Hem Even, No Sag, Expansion Pleat
Tight, Invisible Stitching

Quality Check Points

(Continued)

Slacks

(What to Consider Before You Buy)



Style
Flattering to figure.

Waistband
Constructed to prevent stretching and rolling. Width appropriate for figure.

Back Seam
Extra wide to allow for alterations. Reinforced stitching.

Zipper
Smooth, flat, securely stitched. Zipper should slide easily. Shouldn't show.

Fabric
Firmly woven or knit to prevent stretching or bagging. Suitable weight and texture for style and occasion. Cut on grain, resists wrinkling or crushing. Is durable.

Width
Moderate, not too wide or too narrow.

Waist
Fits snugly, but not tight.

Fasteners
(buttons, hooks and eyes, snaps)
Securely attached, appropriate for garment.

Belt Loops
Well placed, sewn securely.

Pockets
Should lie flat and smooth, made of strong, tightly woven fabric, all seams reinforced.

Fit
Enough ease in the seat, crotch, thighs, and calves when sitting and bending to prevent wrinkling, binding, and stretching. Hang straight from waist to hem.

Seams
Smooth and pucker-free, straight and stitched with small even stitches in good-quality, matching thread. Seam allowance at least ½" wide, edges firmly finished to prevent raveling, reinforced at points of strain.

Length
Correct for style of pants and shoes and height of wearer.

Hem
Straight, even, deep enough to let down, stitches invisible on right side. (Save cutoff portions of slacks.)

Adapted with permission of the American Wool Council.

SELECTING CLOTHING
UNIT II

INFORMATION SHEET

I. Terms and definitions

  A. Textile — Constructed fabric or raw material suitable for use as cloth

  B. Generic — Group of fibers with similar characteristics

  EXAMPLES: Cotton, silk, polyester, wool, nylon

  C. Finish — Treatment or processes used to improve fabrics in various ways

  (NOTE: Often less desirable characteristics of fibers can be controlled by special finishes. For instance, polyester is combined with cotton to make the cotton more crease-resistant.)

  EXAMPLES: Crease-resistant, permanent-press, stain-resistant, water-repellent

  D. Federal Trade Commission — Government agency charged with responsibility of preventing unfair practices by interpreting and enforcing various laws and acts which protect the consumer

  EXAMPLE: Textile Fiber Products Identification Act

II. Ways to stretch clothing dollars

  A. Know the kinds of things you want to buy

  (NOTE: A clear idea of what you want or need will prevent you from spending money for items you do not need.)

  B. Make a list of the places you plan to shop

  (NOTE: A list will allow you to order your stops to save much valuable time and money.)

  C. Choose the stores where you can get the best value for your money

  D. Know what to look for to get a good buy

  EXAMPLES: Quality construction techniques; compatibility with your wardrobe scheme

  E. Develop and use home sewing skills

  (NOTE: Home sewing may not be profitable for everyone. The time required for sewing and the cost of the materials and equipment used for a project must be compared with the cost of ready-made clothing.)

INFORMATION SHEET

F. Buy clothing that can be mixed and matched with other items in your wardrobe

G. Consider care required before selecting garments

EXAMPLE: Silk usually requires dry cleaning

III. Factors that influence buying habits

A. Advertising

EXAMPLES: Television and radio spots; magazine and newspaper ads; demonstrations and fashion shows

(NOTE: Many times the consumer will buy products being advertised, hoping to look like the models in the ads.)

B. Fashion industry

(NOTE: The fashion industry influences your buying habits by the garments they design.)

C. Peer group

(NOTE: For young people, being dressed like one's friends is very important. Some feel that they will not be accepted if they look different.)

D. Lifestyle

(NOTE: The time that you have to spend ironing may influence whether you would buy a 100 percent cotton shirt or a 50 percent cotton and 50 percent polyester shirt.)

E. Mood

(NOTE: Going shopping in order to lift your spirits may not be a very good idea. You may buy items that attract attention and lift your spirits for a short time. Later you may find that you have nothing to wear with your purchases and your money has been wasted.)

IV. Recommended shopping practices

A. Know what you need before shopping

(NOTE: A clear idea of items needed will prevent you from buying items that you do not need and can prevent impulse buying. Buying a sale item on impulse that is not needed in your wardrobe does not save any money.)

B. Dress appropriately

(NOTE: Wear clothing that is easy to get on and off and wear appropriate undergarments and type of shoes that will be worn with the outfit that you are purchasing. For example, wear dress shoes if you are purchasing dress clothes.)

INFORMATION SHEET

C. Shop for quality and price

D. Try on clothes and shoes for a perfect fit

(NOTE: Ready-to-wear clothing may vary as much as one inch within the same size and brand name.)

E. Choose colors that complement your skin tones

(NOTE: Choose colors that blend or contrast and that give unity to an outfit. Avoid introducing too many colors into your wardrobe.)

F. Shop alone if you know exactly what you want

(NOTE: Sometimes a friend's opinion is needed but other times he or she may be overly persuasive and influence you to buy something you will not like.)

G. Check the construction of the garment

H. Become familiar with brand names and care labels

I. Return unwanted items to the store within one week if possible

(NOTE: When returning merchandise, in most cases the sales receipt is required. If the item was not faulty, be sure that it is in resalable condition when it is returned. When products are damaged by the consumer and then returned, the consumer suffers in the long run because the store will often increase prices to make up for such losses.)

V. Types of clothing sales

(NOTE: It would be hard to fill all of your clothing needs through sale purchases, but if you plan ahead, considerable savings can be had by shopping sales. When shopping sales, keep in mind that a bargain is only a good buy when it suits your needs at a price you want to pay.)

A. End-of-season sales

(NOTE: If one can anticipate clothing needs for the next year, garments can be purchased at the end of a season at considerable savings. An end-of-season sale is probably the very best time to save money on basic items.)

B. Clearance sales

(NOTE: In most cases, clearance sales are held in order to get rid of slow-moving items.)

INFORMATION SHEET

C. Annual sales

(NOTE: The purpose of this type of sale is to attract customers to the store during slow selling seasons.)

D. Special purchase sales

(NOTE: Consumers need to be aware that sometimes special purchase sale merchandise may be slightly imperfect.)

E. Anniversary sales

(NOTE: For an anniversary sale, many departments in the store will mark down a few items to stimulate sales in the store.)

VI. Types of places for purchasing clothing

A. Department stores — Usually offer a full line of items and related services

EXAMPLES: May offer more than one kind of credit
May offer fashion coordination services
May offer gift wrapping services

B. Specialty stores — Usually sell one kind of apparel; sometimes feature unusual or hard-to-find items

EXAMPLES: Stout women's clothing, extra tall men's clothing, sports clothing

C. Discount stores — Usually sell discontinued styles at reduced prices; may remove labels from garments

(NOTE: Many times discount stores do not spend much money for displaying items. In order to find the good buys, one may have to spend time looking through a crowded rack. However, careful shopping at a discount store can result in savings.)

D. Variety stores — Usually do not offer a full line of items; customers must often serve themselves

E. Mail-order/catalog stores — Save time and expense of going to a store; do not provide the opportunity to see merchandise before purchasing

F. Thrift shops and garage sales — Provide an opportunity to purchase quality items at a greatly reduced price; generally no credit purchases are allowed and items cannot be returned

G. Manufacturers' outlets — Usually offer garments with minor flaws; accept few returns

(NOTE: Outlet stores are somewhat related to discount stores in that both sell clothes at reduced prices. Many of their items are irregulars and seconds.)

INFORMATION SHEET

VII. Rules to observe when shopping

- A. Refold any merchandise after you have taken it from the counter
- B. Hang clothes back on hangers after you have tried them on for fit
- C. Respect sales people by speaking kindly to them
- D. Be courteous to other shoppers

  EXAMPLE: If you have a large number of items, allow someone with only one or two items to go before you in the checkout line.

- E. Be very careful when trying on clothes to avoid getting makeup or soil on them

  (NOTE: Be sure that you have bathed and are perfectly clean when you shop.)

VIII. Purpose of Federal labeling laws — To provide consumers with information enabling them to select and/or care for textile products

IX. Required and optional information found on hang tags and labels

- A. Required information

  (NOTE: This information is required by the Textile Fiber Products Identification Act of 1960. It applies to all garments, piece goods, and home furnishings.)

  1. Generic name of fiber contained in fabric
  2. Percentage by weight of fiber present

- B. Optional information

  1. Manufacturer
  2. Price
  3. Special finishes
  4. Brand name or trade name
  5. Size

X. Shopping aids

- A. List of clothing needed

  (NOTE: This will prevent impulse buying and will keep you from forgetting needed items.)

INFORMATION SHEET

B. Size card

(NOTE: If possible, record the size that you wear in each brand. This is a good idea because a size five in one brand may be larger than a size five in another brand.)

C. Small swatches of any items of clothing that you want to match

(NOTE: If you want a shirt to match a certain pair of slacks, take a scrap of the slacks fabric with you. If the slacks were ready-made, carefully clip a small swatch of fabric from one of the seam allowances.)

XI. Figure types

(NOTE: When selecting garments and patterns, select styles that will accentuate the positive aspects of your figure and downplay the negative aspects.)

A. Female figure types

1. Girls

(NOTE: There is no average height for the girls figure type. The figure has no defined bust and has a short waist length.)

2. Young junior/teen

(NOTE: The height is usually 5′1″ to 5′3″. The bust position is high and the waist length is short.)

3. Junior petite

(NOTE: The height is usually 5′ to 5′1″. The bust position is average and the waist length is short.)

4. Junior

(NOTE: The average height is 5′4″ to 5′5″. The bust position is high and waist length is short.)

5. Miss petite

(NOTE: The height is usually 5′2″ to 5′3″. The bust position is average and the waist length is short. The figure is generally fully developed.)

6. Misses

(NOTE: The height is usually 5′5″ to 5′6″. The bust position and waist length are usually average. This figure type has a fully developed, well-proportioned figure.)

INFORMATION SHEET

7. Women

(NOTE: the height is usually 5'5" to 5'6". The bust position and waist length are usually average. This figure type is proportionally larger than the other figure types and is a more mature type figure.)

B. Male figure types

(NOTE: The following are standard figure types for males. The numerical designation of mens' suits refer to chest size. Dress shirt sizes are determined by the neck and sleeve length measurements. Sport shirts are sized small, medium, large, and extra large. Pants are sized according to the waist and length measurements. Outerwear such as overcoats may be sold in suit sizes or in small, medium, large, or extra large.)

1. Boys

(NOTE: The height is usually 4' to 4'10". This figure type is for the young growing boy just beginning to mature.)

2. Teen boys

(NOTE: The height is usually 5'1" to 5'8" with youthful build, shoulders and hips not as developed as those of a man.)

3. Men

(NOTE: The height is usually 5'10" or above with fully developed shoulders, hips, and neck.)

XII. Guidelines for judging quality of ready-to-wear clothing

(NOTE: The key to selecting the best merchandise for the amount of money to be spent is to acquire some knowledge of garment construction, fiber performance and related care requirements. Also, if you feel a garment is too expensive, decide how many times you will be wearing it. Then calculate the cost per wearing.)

A. Fabric should be cut on grain (Figures 1 and 2)

(NOTE: Fabric cut off grain may cause the garment to twist around the body.)

INFORMATION SHEET

EXAMPLE:

FIGURE 1

Off grain

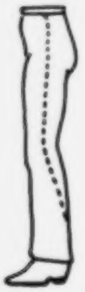
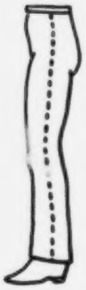


FIGURE 2

On grain



B. Designs in fabric should match at seam lines and openings

(NOTE: If designs do not match, the garment will look unbalanced.)

C. Seams should be of uniform width, flat, and generous enough to prevent strain

D. Fabric allowance should be generous enough so the pleats, pockets, lapels and facings do not appear strained

E. Stitching should be done with thread of suitable weight and color

F. Reinforcements should appear in areas of strain

EXAMPLE: Bar tacks, metal rivets, reinforcement stitching

G. Hems should be uniform in width, flat and should be invisibly stitched into place

(NOTE: Some hems are sewn with contrasting color of thread for decorative effect.)

H. Garment fasteners should be appropriately placed and firmly attached

EXAMPLES: Buttons, hooks and eyes, snaps

I. Buttonholes should be cut on grain of fabric, smooth, and properly placed

J. Zippers should be of suitable weight, length, strength, and color for the garment; should remain closed at the top when stress is applied

INFORMATION SHEET

K. Linings should be smooth and of appropriate weight and texture for the outer fabrics

L. Interfacing should be properly placed to give support and detail to the design

XIII. Money-saving tips for buying ready-to-wear

(NOTE: Your skill in shopping wisely can result in more dollars for your clothing budget and a more attractive, useful wardrobe.)

A. Buy simple, basic clothing

(NOTE: These clothing items can be worn on numerous occasions.)

EXAMPLE: A suit can be casual or dressy, depending on the accessories used.

B. Choose clothing that can be worn for more than one season

C. Avoid colors that you may get tired of

D. Consider care expense

E. Avoid expensive fads

F. Shop when you have plenty of time

(NOTE: Clothing bought in a hurry or in a haphazard way may result in the purchase of clothing which will not be worn often or serve needs.)

G. Examine construction of garment

(NOTE: Regardless of how expensive they are, poorly constructed garments will usually wear out in a very short time.)

H. Invest the largest part of your clothing budget in those articles that receive the hardest wear

EXAMPLES: Winter coat, school clothes

I. Avoid buying clothing that can be worn for only one occasion

EXAMPLES: Formals, tuxedos, suits, party wear

J. Evaluate sales

K. Buy clothing you enjoy wearing

L. Plan purchase around one or two basic colors so that clothes and accessories can be mixed and matched

INFORMATION SHEET

M. Choose accessories to go with different outfits

N. Purchase separates to extend your wardrobe

O. Study care labels and hangtags to determine care required and expense of care

P. Know what kinds of things you want to buy

Q. List places you plan to shop

(NOTE: This will save time and energy during the shopping trip.)

R. Choose stores that let you get the most for your money

S. Practice courteous shopping habits

EXAMPLES: Refold and replace merchandise after you have looked at it. Replace clothes on hangers after trying them on and return to correct place. Avoid getting makeup on clothing when trying garments on.

(NOTE: Time spent by store clerks in replacing and caring for merchandise costs the consumer dollars. Fewer employees could be hired for fewer hours spent at the job which would result in less money spent by employers on employees' salaries.)

T. Use own judgment

(NOTE: Do not be pressured by others into buying articles you do not need and may not want.)

U. Return unwanted items as soon as possible

V. Demand refund, credit, or exchange for defective merchandise

W. Understand the uses and costs of credit

X. Buy the best quality that your budget will permit

Y. Select the right time to make purchases

EXAMPLES: Sales, end of season, beginning fad

Z. Compare brands

AA. Consider purchasing in quantity

EXAMPLE: Purchase three pairs of stockings for $3.00 rather than $1.25 each.

INFORMATION SHEET

BB. Try on garments before buying

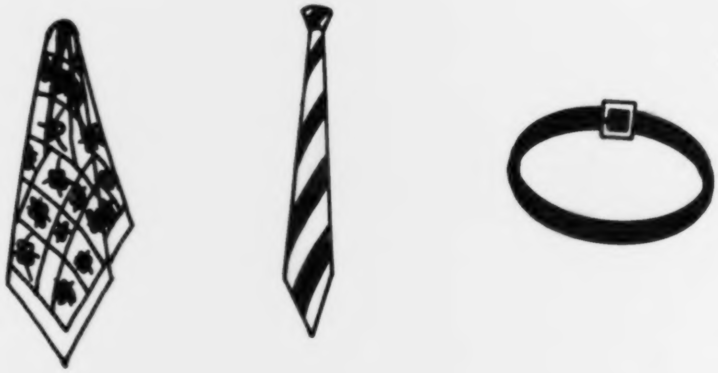
XIV. Guidelines for purchasing accessories

(NOTE: Accessories add a finishing touch to your outfit.)

A. Select accessories that are needed (Figure 3)

EXAMPLE:

FIGURE 3



(NOTE: Too many accessories may cause you to look overdone or overdressed.)

B. Select items that complement or blend with the outfit that you plan to wear

EXAMPLES: Brightly colored scarf or tie

(NOTE: Be sure items also complement the color tones in your skin.)

C. Select items that are in proportion to your body size

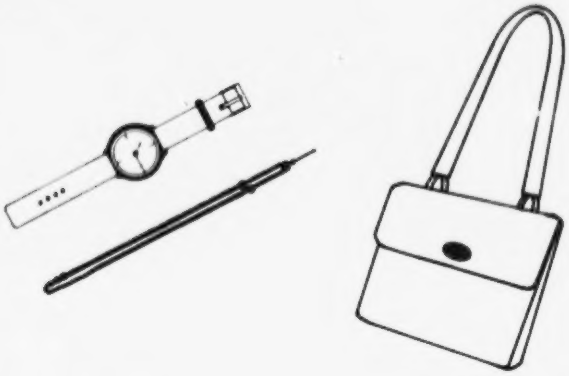
EXAMPLES: If you are short and have a small figure, you should select small accessories

INFORMATION SHEET

D. Select accessories that can be worn with several outfits (Figure 4)

EXAMPLE:

FIGURE 4



E. Select items that are easy to care for

XV. Guidelines for buying shoes

A. Inventory need for shoes before buying

(NOTE: Before you decide to buy new shoes, look at your clothes to see what can be worn with the shoes you have.)

B. Get the best fit for your feet

(NOTE: Your feet need to be fitted in shoes that feel comfortable. You should save your money until you have enough to buy well-fitted shoes.)

C. Select shoes in basic colors

(NOTE: Generally brown, black, navy, and white shoes combine well with most clothes.)

D. Decide what clothes will be worn with the new shoes

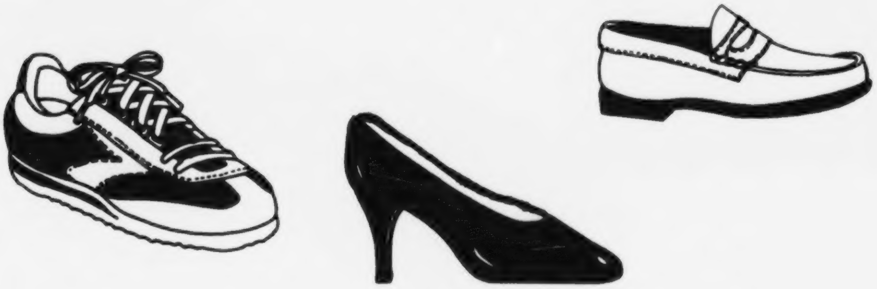
INFORMATION SHEET

E. Decide where the shoes will be worn (Figure 5)

(NOTE: If you are buying shoes in which to do lots of walking and standing, low heels may be most appropriate; boots may be appropriate with jeans.)

EXAMPLES:

FIGURE 5



F. Try on both shoes

(NOTE: Walk in the new shoes both on carpeted and hard-surfaced floors.)

XVI. Guidelines for buying underclothes

(NOTE: A few simple underclothes, chosen with the rest of your wardrobe in mind, will probably serve your needs. For best results when you wear white clothes, choose underclothes that are the color of your skin. This combination helps your skin and your clothes blend together to look neat and attractive.)

A. Choose simple items

(NOTE: Items having frills, lace, or thick bands may show through the other garments.)

B. Try on underclothes before buying

(NOTE: Be sure and observe your state's laws regarding the trying on of undergarments.)

C. Buy washable and durable underclothes

(NOTE: Cotton, nylon, polyester, and acrylic are commonly used fabrics.)

D. Examine construction and care label very closely

(NOTE: Be sure to follow the manufacturer's directions when washing underclothes.)

INFORMATION SHEET

XVII. Provisions of the Care Labeling Rule

(NOTE: This trade regulation was established by the Federal Trade Commission on July 3, 1972.)

A. Clothing items and fabrics manufactured or completed on or after July 3, 1972 must have permanent care labels

(NOTE: It also includes imported items.)

B. Care labels must be provided to the home sewer when fabrics are purchased

(NOTE: It is up to the home sewer to see that these labels are permanently attached to the garment.)

C. Labels must explain care and maintenance required in regular use of garment

EXAMPLES: How to wash, bleach, dry, iron, or dry clean

(NOTE: Information must apply to all components of the garment. Any exceptions must be indicated on label, such as lace trim or fur that should be removed before cleaning.)

D. Labels must provide warning statements when the usual care methods seem to apply but do not

EXAMPLE: A machine washable garment is usually dry cleanable. If it is not, the label should have a warning such as "Machine wash—do not dry clean."

E. Labels should make consumer aware of possible choices for care and maintenance

EXAMPLES: Hand wash OR dry clean

F. Labels must be attached in a place where they will be easily located

G. Labels must be legible for the life of the garment

H. Labels must be placed on removable garment parts

EXAMPLE: A zip-out lining should have its own separate care label

XVIII. Questions to answer before purchasing a sale item

A. Is there an immediate or near-future need for the merchandise?

B. Will the color and style fit into your wardrobe?

INFORMATION SHEET

C. Does the garment fit correctly or require only minor alterations?

D. Can the garment be bought at a true savings?

E. Is there a construction or fabric flaw?

XIX. Ways to pay for clothing purchases

A. Cash — Less expensive than buying on credit; forced to keep purchases within manageable limits; freedom from spending future income; allows you to shop anywhere instead of limiting you to the stores where you have credit

B. Layaway — Allows customer to place deposit on desired item which the store will then hold; balance is paid all at once or in small payments within a specified time, at which point the customer gains possession of the item; possibility of losing item and money paid in if you fail to complete the payments

C. Credit — Increases present purchasing power; have use of clothing either before or while you pay for it; need not carry large amounts of money or go through procedure of check writing each time that you buy; takes less time; easy to overspend; failure to pay promptly could result in poor credit rating; purchases tie up future income; costs money for service; easier to return or exchange

SELECTING CLOTHING
UNIT II

ASSIGNMENT SHEET #1 — DETERMINE PRICE PER WEARING OF CLOTHING

NAME ______________________________ SCORE ______________

When you are about to splurge on a great shirt that simply does not go with anything, think about how much it will cost you each time you wear it. Do you think that you will wear the shirt to a party, or perhaps a family dinner? If the shirt cost $25.00 and you only wore it one time, it has cost you $25.00 for the wearing. A $25.00 shirt that is plainer and more practical might be worn as many as twenty-five to fifty times making each wearing cost $1.00 to $ .50.

Purchasing items that are costly per wearing is not a very good way to improve your wardrobe. Complete the following charts to determine cost per wearing of six items selected from your wardrobe. The items may be such things as accessories, shoes, clothes, or purses. To determine the cost per wearing, divide the cost of item by how many times it was worn.

EXAMPLE:

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING
Satin shirt	Found on sale table. Thought it was a good buy.	2	$27.98	$13.99

ASSIGNMENT SHEET #1

A.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ______________________

Explain your answer. ______________________

____

____

B.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ______________________

Explain your answer. ______________________

____

____

ASSIGNMENT SHEET #1

C.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ______________________

Explain your answer. ______________________

____

____

D.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ______________________

Explain your answer. ______________________

____

____

ASSIGNMENT SHEET #1

E.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ______________________

Explain your answer. ______________________

____

____

F.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ______________________

Explain your answer. ______________________

____

____

ASSIGNMENT SHEET #1

G. Make a brief list of clothing items that you need.

____

____

____

H. Review the items for which you have determined the cost per wearing. Do you see where you might have saved money to acquire the needed items if you had been a wiser shopper?

____

Explain your answer. ______________________________

____

SELECTING CLOTHING
UNIT II

ASSIGNMENT SHEET #2 — ANALYZE FACTORS THAT INFLUENCE PERSONAL BUYING HABITS

NAME ______________________________ SCORE ______________

Have you ever seriously thought about why you buy the clothes you do? Think about some of the clothes in your closet. What influenced you to buy them?

Of all the factors that can cause you to buy certain outfits, the advertising industry and peer group pressure probably have the greatest influence. Retailers and manufacturers spend millions of dollars a year persuading people to buy their products.

We are all subject to peer group pressure. Some people think that teenagers are more influenced by their peer group than other people, but this probably is not so. If it were, would so many men and women wear almost identical business suits to work each day?

Analyze factors that influence your buying habits by completing the following exercises.

PART I

Select two advertisements from fashion magazines and newpapers. Label them Advertisement #1 and Advertisement #2 and attach them to this Assignment Sheet. Analyze the advertisements by answering the following questions.

Advertisement #1

A. What in this ad attracted your attention? ______________________________

____

____

B. What product is being advertised? ______________________________

____

____

C. What information about the product is discussed in the ad? ______________

____

____

____

ASSIGNMENT SHEET #2

D. Would you buy the product because of this ad?

Explain your answer.

Advertisement #2

A. What in this ad attracted your attention?

B. What product is being advertised?

C. What information about the product is discussed in the ad?

C. Would you buy the product because of this ad?

Explain your answer.

ASSIGNMENT SHEET #2

PART II

Think about the items in your wardrobe. Were any of them purchased because they were popular with your peer group? List below two items that you have purchased because they were something that everyone else was wearing. Answer the questions that follow.

Item #1 ______________________________

A. Who or what influenced you to buy this item? ______________________________

____

Why? ______________________________

____

____

B. How many times have you worn or used this item? ______________________________

____

C. Do you consider this item a good buy? ______________________________

Why or why not? ______________________________

____

____

Item #2 ______________________________

A. Who or what influenced you to buy this item? ______________________________

____

Why? ______________________________

____

____

B. How many times have you worn or used this item? ______________________________

____

ASSIGNMENT SHEET #2

C. Do you consider this item a good buy? ______________________________

Why or why not? ______________________________

____

____

PART III

Which of the factors discussed in the Information Sheet, Section III, has the most influence on your buying habits?

____

____

Explain your answer. ______________________________

____

____

____

____

SELECTING CLOTHING
UNIT II

ASSIGNMENT SHEET #3 — GATHER INFORMATION ABOUT LOCAL CLOTHING STORES

NAME ______________________________ SCORE ______________

Deciding when and where you want to shop are two important ways to make your shopping trips successful. Consider where you live, what you want to buy, and how much money you are willing or able to spend on each item. All of these factors affect the stores that you will go to and when you will go to them.

If you live in a rural area, it may be necessary for you to travel to a large town to get items that you need. Large shopping areas provide the consumer with a large variety of products. One must also take into consideration the time and money that are spent on out-of-town shopping trips.

Gather information about local clothing stores by completing the following exercises. Write the name of a store from your community or town under each heading and answer the questions that follow.

(NOTE: It may not be possible to complete every catagory.)

A. Department store

____

What types of products are sold at this store?

____

____

____

B. Speciality store

____

What types of products are sold at this store?

____

____

____

ASSIGNMENT SHEET #3

C. Discount store

What types of products are sold at this store?

D. Variety store

What types of products are sold at this store?

E. Mail-order/catalog store

What types of products are sold at this store?

F. Thrift shop

What types of products are sold at this store?

ASSIGNMENT SHEET #3

G. Manufacturer's outlet

____

What types of products are sold at this store?

____

____

____

H. Are there any wardrobe products that you need that you cannot obtain from a store in your community? ______________ List the products, if any. ______________

____

I. Where do you have to go to get these products? ______________________

____

J. Which store in your area do you feel has the best selection of products?

____

____

____

SELECTING CLOTHING
UNIT II

ASSIGNMENT SHEET #4 — SURVEY STORES WHERE CLOTHING CAN BE PURCHASED

NAME ______________________________ SCORE ______________

There are several types of stores where clothing can be purchased. You will find that quality, prices, and services will vary at each. Survey your local community and list examples for each of the types of stores that are available to you. If possible, visit the stores and study the quality and prices of merchandise as well as services offered to store customers. This will enable you to decide where you want to shop.

STORE TYPE	EXAMPLES OF STORE TYPES
Department	
Discount	
Specialty	

ASSIGNMENT SHEET #4

STORE TYPE	EXAMPLES OF STORE TYPES
Boutique	
Used clothing	
(Other) ________	

ASSIGNMENT SHEET #4

1. Would you consider shopping for different items at different stores? ______________________

   Why or why not? ______________________

2. Did you find that prices and quality varied among different stores? ______________________

   Explain your answer. ______________________

3. Which store provides the most services for customers? ______________________

4. At which store would you most like to shop? ______________________

   Explain why. ______________________

SELECTING CLOTHING
UNIT II

ASSIGNMENT SHEET #5 — EXPLORE WAYS TO IMPROVE SHOPPING SKILLS

NAME ________________________________ SCORE ____________

Retail stores provide a service to consumers and consumers provide the stores with a means for selling their merchandise. It would be very difficult for either to exist without the other. The consumers and the stores should work together in order to improve the market place for everyone involved.

When shopping, consumers should expect the stores to provide them with products at a price that is suitable for the quality of the product. The consumers also have responsibilities to the stores, such as being courteous to the sales people and handling the merchandise carefully.

Explore ways to improve your shopping skills by interviewing someone who owns or works in a store.

PART I

Use the following questions when conducting your interview.

Name of Store ________________________________

A. What are the best hours to shop at your store? ____________

____

B. What types of sales does your store run and what times during the year do they occur?

____

____

C. Explain the different methods in which a consumer can pay for a purchase at your store.

EXAMPLES: Layaway, credit cards, cash

____

____

____

ASSIGNMENT SHEET #5

Which method of payment do you recommend as being the best for the consumer to use?

Why?

D. What can consumers do to prevent damage from occurring to merchandise while it is being tried on for fit or being examined for purchase?

E. Explain your store's policy for returning merchandise.

F. What time of year does your store have a peak selection of merchandise?

G. Have you observed shoppers being courteous?

Discourteous?

How was each of these customers treated by the store personnel?

ASSIGNMENT SHEET #5

PART II

Now that you have completed the interview, explain what you think you could do to improve your shopping skills.

SELECTING CLOTHING
UNIT II

ASSIGNMENT SHEET #6 — MAKE A SHOPPING AID

NAME ________________________________ SCORE ______________

Unless you have an unlimited budget and lots of time, you will need to be organized in order to meet your wardrobe needs.

Planning ahead is the key to successful organization. Having items such as a shopping list, a card with your correct sizes on it, and swatches from any items that you want to match, will aid in making purchases of needed items.

Make a shopping aid. The aid may be one listed below or another item that you feel would aid you in your wardrobe planning.

List of Clothing Needed

This should be made after your clothing has been inventoried. These items should be listed on a card that is small enough to fit into your wallet or purse for ease when shopping.

Size Card

In order to make a size card, you will need to very carefully take your measurements and record them on a card. This card should be small enough to fit into your wallet.

Small Swatches

These small swatches should be from clothing that is in your closet. Be very careful when taking these from your clothing and do not cut too deeply into the seam. The swatches will enable you to match or blend these items with clothing that you are purchasing. This will help prevent the purchasing of items with which you have nothing to wear. The swatches should be glued on a small card and carried with you when doing your shopping.

Explain how you plan to use your shopping aid to improve your shopping skills.

____

____

____

____

____

SELECTING CLOTHING
UNIT II

ASSIGNMENT SHEET #7 — SELECT COMPLEMENTARY WARDROBE ITEMS

NAME ______________________________ SCORE ______________

When shopping for clothing, much attention is given to the selection of outer garments. Equal attention should be given to the selection of accessories, shoes, and undergarments. The proper selection of these items can give your outfit a total look.

Select complementary items for your wardrobe. Describe an outfit that you need. Cut from a catalog pictures of the accessories, shoes, and undergarments needed to complete this outfit. Attach these pictures to the areas indicated.

A. Description of outfit

EXAMPLE: Black slacks and white sweater

____

____

Where is the outfit to be worn? ______________________

____

B. Accessories to be worn with outfit

ASSIGNMENT SHEET #7

Why were these accessories selected?

C. Shoes to be worn with outfit

Why were these shoes selected?

ASSIGNMENT SHEET #7

D. Undergarments to be worn with outfit

Why were these undergarments selected?

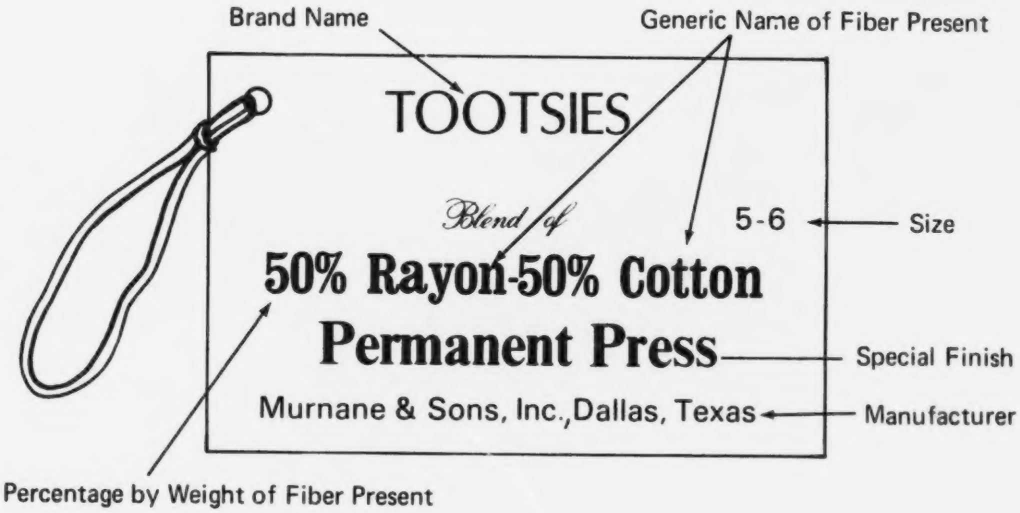
SELECTING CLOTHING
UNIT II

ASSIGNMENT SHEET #8 — EVALUATE LABEL OR HANG TAG

NAME ____ SCORE ________________

Although information on textile products can be obtained from sources such as pamphlets, newspaper articles, magazines, scientific publications, advertisements, and salespeople, the most reliable source of information is the label and/or hang tag itself. This will provide specific product information.

Example of hang tag:


Brand Name
Generic Name of Fiber Present
TOOTSIES
Blend of
5-6
Size
50% Rayon-50% Cotton
Permanent Press
Special Finish
Murnane & Sons, Inc.,Dallas, Texas
Manufacturer
Percentage by Weight of Fiber Present

ASSIGNMENT SHEET #8

PART I

Obtain a hang tag or label from a textile product. This could be a household product such as a bedspread or pillow. It could also be a pair of hose or a scarf. Attach the label or hang tag to this assignment sheet in the space provided below. Use information provided in objective four and this assignment sheet to label information provided on the hang tag or label.

Attach Label or Hang Tag Here

ASSIGNMENT SHEET #8

PART II

1. What required information was contained on the label or hang tag?

2. What optional information was contained on the label or hang tab?

3. In your opinion was there adequate information provided or do you feel that more information should have been provided? Explain your answer.

   EXAMPLE: Mention categories of information that would have assisted you in the selection and/or care of this textile product.

4. Who would you contact if you had problems with this textile product if you have cared for the item as directed on the care label but the item is ruined?

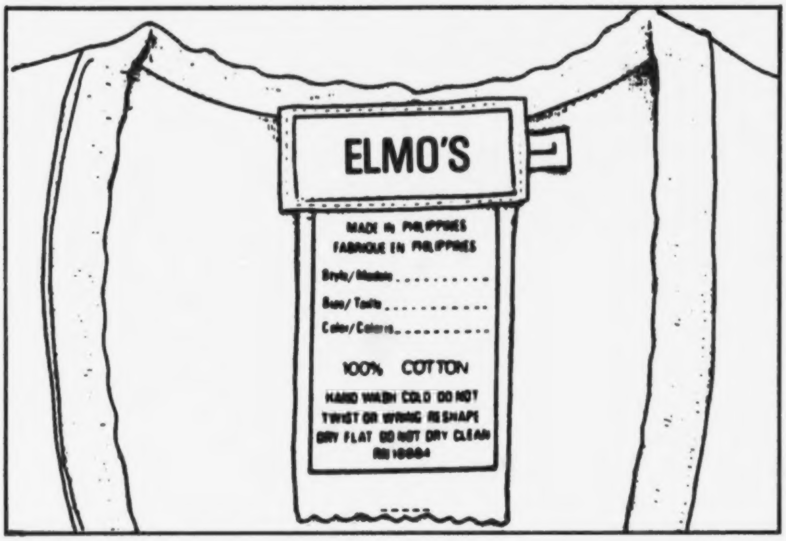
SELECTING CLOTHING
UNIT II

ASSIGNMENT SHEET #9 — INTERPRET CARE LABEL INFORMATION

NAME ______________________________ SCORE ______________

Care labels must contain information on care and maintenance required of the fabric or garment in regular use. Other information such as guarantees, warranties, and shrinkage expectancy often are included on the care label.

Example of a care label:


ELMO'S
MADE IN PHILIPPINES
FABRIQUE EN PHILIPPINES
Style/Modelo
Size/Taille
Color/Coloris
100% COTTON
HAND WASH COLD DO NOT
TWIST OR WRING RESHAPE
DRY FLAT DO NOT DRY CLEAN

ASSIGNMENT SHEET #9

PART I

Care labels often found in ready-made clothing and descriptions of what each means are listed in the chart below. This chart will assist you in completing the assignment that follows.

	WHEN LABEL READS:	*IT MEANS:*
HOME DRYING	Tumble dry Remove promptly	Same as above, but in absence of cool-down cycle remove at once when tumbling stops
	Drip dry	Hang wet and allow to dry with hand shaping only
	Line dry	Hang damp and allow to dry
	No wring No twist	Hang dry, drip dry or dry flat only. Handle to prevent wrinkles and distortion
	Dry flat	Lay garment on flat surface
	Block to dry	Maintain original size and shape while drying
IRONING OR PRESSING	Cool iron	Set iron at lowest setting
	Warm iron	Set iron at medium setting
	Hot iron	Set iron at hot setting
IRONING OR PRESSING	Do not iron	Do not iron or press with heat
	Steam iron	Iron or press with steam
	Iron damp	Dampen garment before ironing
MISCELLANEOUS	Dry clean	May be dry cleaned by normal method or in coin operated dry cleaning machine
	Professionally dry clean	Included with this term will be other instructions to be followed by your professional dry cleaner

ASSIGNMENT SHEET #9

	WHEN LABEL READS:	*IT MEANS:*
MACHINE WASHABLE	Machine wash	Wash by any customary method including commercial laundering. (If no bleach statement is made, then all types of bleach may be used)
	Do not commercially launder	Use laundering methods designed for residential use or use in a self service establishment
	Warm wash Warm rinse	Use warm water or warm washing machine setting 90 F to 110°F (hand comfortable)
	Cold wash Cold rinse	Use cold water from tap or cold washing machine setting (temperature up to 85°F)
	Bleach when needed	All bleaches may be used when necessary
	No bleach	No bleaches may be used
	Only non-chlorine bleach when needed	Chlorine bleach may not be used
MACHINE WASHABLE	Wash separately	Wash alone or with like colors
	Delicate or gentle cycle	Use appropriate machine setting (slow agitation and reduced time)
	Durable press cycle Permanent press	Use appropriate machine setting (cool down or cold rinse before short spin cycle)
	No spin	Remove wash load before final machine spin cycle
NON-MACHINE WASHING	Hand Wash	Launder only by hand at hand comfortable water temperature (If no bleach statement made all bleaches may be used)
	Hand wash with like colors	Launder only by hand with colors of similar hue and intensity
HOME DRYING	Tumble dry	Dry in tumble dryer at specified setting — high, medium, low or no heat

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ASSIGNMENT SHEET #9

Obtain three garments containing different care labels. Write the information contained on each care label in the spaces provided. Next, interpret the information on each label using the information on the label and the preceeding chart as a guide.

A. CARE LABEL READS	IT MEANS
1. ______________________	1. ______________________
	______________________
2. ______________________	2. ______________________
	______________________
3. ______________________	3. ______________________
	______________________

B. CARE LABEL READS	IT MEANS
1. ______________________	1. ______________________
	______________________
2. ______________________	2. ______________________
	______________________
3. ______________________	3. ______________________
	______________________

C. CARE LABEL READS	IT MEANS
1. ______________________	1. ______________________
	______________________
2. ______________________	2. ______________________
	______________________
3. ______________________	3. ______________________
	______________________

ASSIGNMENT SHEET #9

D. Do you feel that each of the care labels provided adequate information to enable you to properly care for each garment?

____

E. Explain your answer. ______________________________

____

____

____

____

____

PART II

Care labels must be provided for fabric sold by the yard. In most instances, it will be necessary for you to request these labels. It is up to the customer to sew the care labels into the garment upon completion. The following care labels are provided in most fabric stores for fabric sold by the yard.

△ 1	Machine Wash Warm
△ 2	Machine Wash Warm Line Dry
△ 3	Machine Wash Warm Tumble Dry Remove Promptly
△ 4	Machine Wash Warm Delicate Cycle Tumble Dry Low Use Cool Iron
△ 5	Machine Wash Warm Do Not Dry Clean
△ 6	Hand Wash Separately Use Cool Iron
△ 7	Dry Clean Only
△ 8	Dry Clean Pile Fabric Method Only
△ 9	Wipe With Damp Cloth Only

Used with permission of the Textile Distributors Association from the *Butterick Fabric Handbook* by Irene Cumming Kleeberg, ed., copyright 1975, page 39.

ASSIGNMENT SHEET #9

A. Visit a fabric store. Which of these care labels were available upon your request? Write an "X" next to the labels that were available.

______1.

△1 Machine Wash Warm

______2.

△2 Machine Wash Warm
Line Dry

______3.

△3 Machine Wash Warm
Tumble Dry
Remove Promptly

______4.

△4 Machine Wash Warm
Delicate Cycle
Tumble Dry Low
Use Cool Iron

______5.

△5 Machine Wash Warm
Do Not Dry Clean

______6.

△6 Hand Wash Separately
Use Cool Iron

______7.

△7 Dry Clean Only

______8.

△8 Dry Clean Pile Fabric
Method Only

______9.

△9 Wipe With Damp
Cloth Only

B. Were others available? ______________________________

C. Is so, what information was on the care label(s)?

____

____

____

____

____

____

SELECTING CLOTHING
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor.

Assignment Sheet #2 — Completed to the satisfaction of the instructor.

Assignment Sheet #3 — Completed to the satisfaction of the instructor.

Assignment Sheet #4 — Completed to the satisfaction of the instructor.

Assignment Sheet #5 — Completed to the satisfaction of the instructor.

Assignment Sheet #6 — Completed to the satisfaction of the instructor.

Assignment Sheet #7 — Completed to the satisfaction of the instructor.

Assignment Sheet #8 — Completed to the satisfaction of the instructor.

Assignment Sheet #9 — Completed to the satisfaction of the instructor.

SELECTING CLOTHING
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with clothing selection to their correct definitions. Write the correct numbers in the blanks.

_____a. Treatment or processes used to improve fabrics in various ways

_____b. Constructed fabric or raw material suitable for use as cloth

_____c. Group of fibers with similar characteristics

_____d. Government agency charged with responsibility of preventing unfair practices by interpreting and enforcing various laws and acts which protect the consumer

1. Textile
2. Generic
3. Finish
4. Federal Trade Commision

2. Identify ways to stretch clothing dollars. Write an "X" in the blank before each correct answer.

_____a. Concentrate on buying fad items

_____b. Know the kinds of things you want to buy

_____c. Make a list of the places you plan to shop

_____d. Choose the stores where you can get the best value for your money

_____e. Avoid buying clothing considered to be classics

_____f. Know what to look for to get a good buy

_____g. Develop and use home sewing skills

_____h. Buy clothing that can be mixed and matched with other items in your wardrobe

_____i. Consider care required before selecting garments

TEST

3. List four factors that influence buying habits.

a. ____

b. ____

c. ____

d. ____

4. State six recommended shopping practices.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

5. List types of clothing sales.

a. ____

b. ____

c. ____

d. ____

e. ____

TEST

6. Identify types of places for purchasing clothing. Write the correct numbers in the blanks.

_____a. Usually offer garments with minor flaws; accept few returns

_____b. Save time and expense of going to a store; do not provide the opportunity to see merchandise before purchasing

_____c. Usually sell discontinued styles at reduced prices; may remove labels from garments

_____d. Usually offer a full line of items and related services

_____e. Usually sell one kind of apparel; sometimes feature unusual or hard-to-find items

_____f. Usually do not offer a full line of items; customers must often serve themselves

_____g. Provide an opportunity to purchase quality items at a greatly reduced price; generally no credit purchases are allowed, and items cannot be returned

1. Department stores
2. Specialty stores
3. Discount stores
4. Variety stores
5. Mail-order/catalog stores
6. Thrift shops and garage sales
7. Manufacturers' outlets

7. State four rules to observe when shopping

a. ____

b. ____

c. ____

d. ____

8. State the purpose of Federal labeling laws. ______________________________

____

9. Distinguish between required and optional information found on hangtags and labels. Write an "R" for required information and an "O" for optional information.

_____a. Price

_____b. Size

_____c. Manufacturer

TEST

______d. Generic name of fiber contained in fabric

______e. Brand name or trade name

______f. Special finishes

______g. Percentage by weight of fiber present

10. Identify shopping aids. Write an "X" in the blank before each correct answer.

______a. Care cards

______b. List of clothing needed

______c. Small swatches of any items of clothing that you want to match

______d. Advertisement clippings

______e. Size card

11. List four female and three male figure types.

a. Female

1) ____

2) ____

3) ____

4) ____

b. Male

1) ____

2) ____

3) ____

12. State eight guidelines for judging quality of ready-to-wear clothing.

a. ____

b. ____

c. ____

d. ____

TEST

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

13. Select from the following list money-saving tips for buying ready-to-wear. Write an "X" in the blank before each correct answer.

______a. Purchase clothing that can be worn for only one occasion

______b. Buy simple, basic clothing

______c. Invest the largest part of your clothing budget in those articles receiving the least wear

______d. Evaluate sales

______e. Purchase separates to extend your wardrobe

______f. Study care labels and hangtags to determine care required and expense of care

______g. Try on garments before buying

______h. Buy the best quality that your budget will permit

14. Identify guidelines for purchasing accessories. Write an "X" in the blank before each correct answer.

______a. Select items that are easy to care for

______b. Select multicolored silk items

______c. Select accessories that are needed

______d. Select items that call attention to your body size

______e. Select items that complement or blend with the outfit that you plan to wear

______f. Select accessories that can be worn with several outfits

TEST

15. Identify guidelines for buying shoes. Write an "X" in the blank before each correct answer.

______a. Wait until end-of-season sale

______b. Inventory need for shoes before buying

______c. Select shoes in bright colors

______d. Always buy the same size

______e. Try on right shoe only

______f. Get the best fit for your feet

______g. Decide what clothes will be worn with the new shoes

______h. Decide where the shoes will be worn

16. Identify guidelines for buying underclothes. Write an "X" in the blank before each correct answer.

______a. Examine construction and care label very closely

______b. Buy rayon and silk underclothes

______c. Choose simple items

______d. Try on underclothes before buying

______e. Buy one size larger

17. Select from the list below provisions of the Care Labeling Rule. Mark each correct answer with an "X."

______a. Labels must be attached in a place where they will be easily located

______b. Care labels are automatically included with fabric purchases

______c. Labels must provide warning statement when the usual care methods seem to apply but do not

______d. Labels must be placed on removable garment parts

______e. Labels must be made from fibers which are nonirritating to skin

______f. Labels must explain care and maintenance required in regular use of garment

______g. Care labels should contain pricing information

TEST

______h. Labels should make consumer aware of possible choices for care and maintenance

______i. Garment will only contain one label

______j. Labels must be legible for the life of the garment

18. State three questions to answer before purchasing a sale item.

a. ____

b. ____

c. ____

19. Match ways to pay for clothing purchases to their correct descriptions. Write the correct numbers in the blanks.

______a. Allows customer to place deposit on desired item which the store will then hold; balance is paid all at once or in small payments within a specified time, at which point the customer gains possession of the item; possibility of losing item and money paid in if you fail to complete the payments

______b. Less expensive than buying on credit; forced to keep purchases within manageable limits; freedom from spending future income; allows you to shop anywhere instead of limiting you to the stores where you have credit

______c. Increases present purchasing power; have use of clothing either before or while you pay for it; need not carry large amounts of money or go through procedure of check writing each time that you buy; takes less time; easy to overspend; failure to pay promptly could result in a poor credit rating; purchases tie up future income; costs money for service; easier to return or exchange

1. Layaway
2. Credit
3. Cash

(NOTE: Test questions 20 through 28 list the assignmnent sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

20. Determine price per wearing of clothing.

21. Analyze factors that influence personal buying habits.

22. Gather information about local clothing stores.

TEST

23. Survey stores where clothing can be purchased.

24. Explore ways to improve shopping skills.

25. Make a shopping aid.

26. Select complementary wardrobe items.

27. Evaluate label or hang tag.

28. Interpret care label information.

SELECTING CLOTHING
UNIT II

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 2
   d. 4

2. b, c, d, f, g, h, i

3. Answer should include any four of the following.

   a. Advertising
   b. Fashion industry
   c. Peer group
   d. Lifestyle
   e. Mood

4. Answer should include any six of the following.

   a. Know what you need before shopping
   b. Dress appropriately
   c. Shop for quality and price
   d. Try on clothes and shoes for a perfect fit
   e. Chose colors that complement your skin tone
   f. Shop alone if you know exactly what you want
   g. Check the construction of the garment
   h. Become familiar with brand names and care labels
   i. Return unwanted items to the store within one week if possible

5. a. End-of-season sales
   b. Clearance sales
   c. Annual sales
   d. Special purchase sales
   e. Anniversary sales

6. a. 7
   b. 5
   c. 3
   d. 1
   e. 2
   f. 4
   g. 6

ANSWERS TO TEST

7. Answer should include any four of the following.
    - a. Refold any merchandise after you have taken it from the counter
    - b. Hang clothes back on hangers after you have tried them on for fit
    - c. Respect sales people by speaking kindly to them
    - d. Be courteous to other shoppers
    - e. Be very careful when trying on clothes to avoid getting makeup or soil on them

8. To provide the consumer with information enabling them to select and/or care for textile products

9. a. O
    b. O
    c. O
    d. R
    e. O
    f. O
    g. R

10. b, c, e

11. Answer should include any four female and all three male figure types.
    - a. Female
        - 1) Girls
        - 2) Young junior/teen
        - 3) Junior petite
        - 4) Junior
        - 5) Miss petite
        - 6) Misses
        - 7) Women
    - b. Male
        - 1) Boys
        - 2) Teen boys
        - 3) Men

12. Answer should include any eight of the following.
    - a. Fabric should be cut on grain
    - b. Designs in fabric should match at seam lines and openings
    - c. Seams should be uniform width, flat, and generous enough to prevent strain
    - d. Fabric allowance should be generous enough so the pleats, pockets, lapels, and facings do not appear strained

ANSWERS TO TEST

e. Stitching should be done with thread of suitable weight and color
f. Reinforcements should appear in areas of strain
g. Hem should be uniform in width, flat, and should be invisibly stitched into place
h. Garment fasteners should be appropriately placed and firmly attached
i. Buttonholes should be cut on grain of fabric, smooth, and properly placed
j. Zippers should be of suitable weight, length, strength, and color for the garment; should remain closed at the top when stress is applied
k. Linings should be smooth and of appropriate weight and texture for the outer fabrics
l. Interfacing should be properly placed to give support and detail to the design

13. b, d, e, f, g,h

14. a, c, e, f

15. b, f, g, h

16. a, c, d

17. a, c, d, f, h, j

18. Answer should include any three of the following.

a. Is there an immediate or near-future need for the merchandise?
b. Will the color and style fit into your wardrobe?
c. Does the garment fit correctly or require only minor alterations?
d. Can the garment be bought at a true savings?
e. Is there a construction of fabric flaw?

19. a. 1
b. 3
c. 2

20. Completed to the satisfaction of the instructor.

21. Completed to the satisfaction of the instructor.

22. Completed to the satisfaction of the instructor.

ANSWERS TO TEST

23. Completed to the satisfaction of the instructor.

24. Completed to the satisfaction of the instructor.

25. Completed to the satisfaction of the instructor.

26. Completed to the satisfaction of the instructor.

27. Completed to the satisfaction of the instructor.

28. Completed to the satisfaction of the instructor.

CLOTHING CARE MAINTENANCE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to care for personal and/or family clothing properly. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with clothing care to their correct definitions.
2. State ways to increase life of clothing.
3. Name methods or sources for cleaning clothing.
4. Select from a list factors that determine method of cleaning care for clothing.
5. Name factors that affect laundry sorting groups.
6. Classify sorted laundry loads as to proper water temperatures.
7. Match laundry products to correct definitions or descriptions.
8. List the methods of drying clothes.
9. List hints for preparing clothes for dry cleaning.
10. Select from a list guidelines for proper ironing.
11. State ways to store clothing properly.
12. Select an appropriate cleaning care method for clothing.
13. Determine care required for clothing items.
14. Prepare clothing for laundry.
15. Sort laundry into loads.
16. Remove stains from fabric and/or clothing.
17. Identify the appropriate type of bleach for garment and fabric type.
18. Gather information about methods of drying clothes.

OBJECTIVE SHEET

19. Organize storage for clothing.

20. Record information from laundry product labels.

21. Demonstrate the ability to

    a. Iron a shirt or blouse.

    b. Iron slacks.

    c. Sew on a button.

    d. Repair a garment.

    e. Replace a hem.

CLOTHING CARE MAINTENANCE
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Supplements
    1. Supplement #1 — List Garments and Household Items That Should Be Washed or Dry Cleaned in a Given Week
    2. Supplement #2 — Complete Hand Washing Steps
    3. Supplement #3 — Block a Sweater
    4. Supplement #4 — Ways to Clean Accessories
    5. Supplement #5 — Use a Pressing Cloth to Press a Wool Garment
- D. Information sheet
- E. Assignment sheets
    1. Assignment Sheet #1 — Select an Appropriate Cleaning Care Method for Clot[illegible]
    2. Assignment Sheet #2 — Determine Care Required for Clothing Items
    3. Assignment Sheet #3 — Prepare Clothing for Laundry
    4. Assignment Sheet #4 — Sort Laundry Into Loads
    5. Assignment Sheet #5 — Remove Stains From Fabric and/or Clothing
    6. Assignment Sheet #6 — Identify the Appropriate Type of Bleach for Garment and Fabric Type
    7. Assignment Sheet #7 — Gather Information About Methods of Drying Clothes
    8. Assignment Sheet #8 — Organize Storage for Clothing
    9. Assignment Sheet #9 — Record Information from Laundry Product Labels
- F. Answers to assignment sheets

SUGGESTED ACTIVITIES

G. Job sheets

  1. Job Sheet #1 — Iron a Shirt or Blouse
  2. Job Sheet #2 — Iron Slacks
  3. Job Sheet #3 — Sew on a Button
  4. Job Sheet #4 — Repair a Garment
  5. Job Sheet #5 — Replace a Hem

H. Test

I. Answers to test

II. Instructor's guide

A. Order materials to supplement unit

  1. Book — *A Handbook of Industry Terms*. New York: The Soap and Detergent Association, 1979.

     (NOTE: This book contains terms associated with soaps and detergents. It is available from the Soap and Detergent Association, 475 Park Avenue South, New York, New York 10016.)

  2. Media

     (NOTE: Oklahoma instructors may obtain slide/tape presentations a through d on a free-loan basis by contacting your county Oklahoma State University Extension Home Economist.)

     a. *Soap and Detergents*. Color slides and script, Soap and Detergent Association, 1981; covers information from A to Z about soaps including brief history, how they are made, and how they work.

     b. *Laundry problems of the 80's*. Color slides and script, self-paced, Maytag, 1980. Available from the Maytag Company, Home Economics Department, Newton, Iowa 50208.

        (NOTE: This presentation describes major laundry problems, why problems occur, and how they can be solved.)

     c. *Let's Look at Laundry Products*. Color slides and script, self-paced, Soap and Detergent Association; covers soaps and detergents, water conditioners, pre-wash products, laundry detergent booster, pre-wash soil and stain removers, and fabric softeners.

SUGGESTED ACTIVITIES

d. *Clothes Out Pesticides*. Color slides and script, Oklahoma State University Home Economics Cooperative Extension Service, 1988; covers information on the proper procedures to use when cleaning clothing that has pesticides on them and discusses proper clothing to wear when using pesticides.

(NOTE: The following videos are available through the Resale Division, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Ave., Stillwater, Oklahoma 74074. Telephone: 1-800-522-5810 (Instate) or 1-800-654-4502 (Out-of-State)

e. Personal Clothing Management: Unit III — Clothing Care and Maintenance (includes one program *Proper Ironing Techniques*) cost $10.00

f. Personal Clothing Management: Unit I — Wardrobe Planning (includes two programs *Selecting Colors for You* and *Packing Clothing for Travel*.)

B. Provide students with objective sheet.

C. Discuss unit and specific objectives.

1. Introduce unit by helping students realize the importance of proper care of their clothing.

   - Have students list items of their clothing that have been ruined because proper care was not taken when the item was being cleaned.

   - As students complete Supplement #1, ask them to indicate whether they think the item should be dry cleaned, hand washed or machine washed.

2. Discuss how preventive care will save clothing in the long run.

   - Write on the chalk board "A stitch in time saves nine." Relate that proper clothing care and maintenance is the best policy.

   - Allow students to view filmstrip *Care for Your Clothing* or *Laundry Problems of the 80's*.

   - Have students complete Job Sheets #3, #4, and #5 *or* demonstrate each.

D. Discuss information sheet, assignment sheets, and job sheets.

1. Discuss the terms and definitions associated with clothing care.

2. Discuss the importance of increasing the useful life of clothing. Use Information Sheet, Section I, and Assignment Sheet #1.

   - Show students various types of hangers and tell which ones are best for hanging heavy coats, etc. Discuss the advantages of using padded hangers and allow students to make a padded hanger as a home project.

SUGGESTED ACTIVITIES

- Display on a bulletin board different types of clothing and lint brushes. Discuss and demonstrate each one. If some types of brushes are not available, it may be possible to borrow them from a department store.

- Provide students with clothing items with completing Assignment Sheet #1 or allow students to do this assignment sheet at home. Also show students care information that is found on fabric bolts. Emphasize importance of following care instructions to prolong the life of clothing.

3. Use Information Sheet, Sections III and IV, and Assignment Sheets #1 and #2 to explain the methods of cleaning clothing.

   - Explain the difference between the four methods or sources listed and how to determine the proper method.

4. Explain the importance of the factors that affect laundry sorting and proper water temperatures. Use Information Sheet, Sections V and VI and Assignment Sheet #4.

   - Have students complete Assignment Sheet #4 using either family laundry or laundry provided by the home economics instructor.

5. Discuss laundry products. Use Information Sheet, Section VII, Assignment Sheets #5 and #6, and Supplements #2, #3, and #4.

   - Allow students to view *Let's Look at Laundry Products, Soap and Detergents*, or*Clothes Out Pesticides*

   - Provide students with necessary containers for completing Assignment Sheet #2.

   - Display laundry products, sorting them into groups according to their cleaning power.

     EXAMPLE: Mild soap, mild detergent, all purpose soap, and all purpose detergent

   - Demonstrate how hard and soft water affect clothing and laundry detergents. To show how much more detergent is needed for hard water, put a cup of hard water in a bottle and a cup of soft water in another. Add detergent to each bottle and shake until there is an inch of suds. Keep accurate records of the amount of detergent used in each bottle.

   - Demonstrate the effect of fabric softeners on clothing. Wash and dry two loads of towels. Use fabric softener in one of the loads. Ask the students to determine which of the towels were rinsed with the fabric softeners and which were not.

   (NOTE: Fabric softeners can affect the absorbency of fabrics. This should be kept in mind when washing and drying such items as towels.)

SUGGESTED ACTIVITIES

- Determine the effect of chlorine bleach on various fibers. Obtain small samples of fabrics made of wool, silk, cotton, nylon, and other fibers. Place a drop of chlorine bleach on each sample. Rub the sample between your fingers. Allow the students to see which fabrics were weakened by the bleach.

- Demonstrate how to hand wash clothing and have students complete Supplement #2.

- Demonstrate how to block a sweater and have students complete Supplement #3.

- Point out to students that proper care can prolong the life of their accessories. Use Supplement #4.

- Demonstrate procedures for cleaning selected accessories.

- Invite a resource person from a jewelry store to show the proper procedures for cleaning and caring for jewelry.

- Discuss how to use soil resistant fabric protector.

6. Use Information Sheet, Section IX, when discussing hints for preparing clothing for dry cleaning.

   - If possible, tour a dry cleaning establishment. Ask the tour guide to show the students the different types of equipment used in the dry cleaning of clothing.

   - Encourage students to compare prices charged by local dry cleaning services.

7. Use Information Sheet, Section VIII, and Assignment Sheet #7 when discussing methods of drying clothes.

   - Write each method of drying clothes on the chalk board and ask the students to list the advantages and disadvantages of using each.

   - Allow students to complete Part I of Assignment #7 as homework. Provide students with specialty catalogs when completing Part II of Assignment Sheet #7.

8. Discuss guidelines for ironing. Use Information sheet, Section X, Job Sheets #1 and #2, and Supplement #5.

   - Display and demonstrate various types of ironing and pressing equipment. Show the students various types of irons and steamers.

   - Emphasize that students must use safety precautions when using an iron or steamer.

SUGGESTED ACTIVITIES

- Demonstrate procedures in Job Sheets #1 and #2 and Supplement #5. Ask students to bring clothing items from home for completing Job Sheets #1 and #2.

- Allow students to watch videotape *Proper Ironing Techniques.*

9. Emphasize the importance of properly storing clothing. Use Information Sheet, Section XI.

   - Demonstrate the proper way of hanging clothing on a hanger.

   - Discuss methods of moth-proofing clothing.

   - Allow students to organize the drawer space in their dressers or chests of drawers as a home project. If possible, have students take before and after pictures.

E. Give test.

F. Reteach and test if necessary.

III. Unit references

A. Donna Kates. *Personal Clothing Management*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1985.

B. Debbie Truitt. *Home Economics II*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

CLOTHING CARE MAINTENANCE
UNIT III

SUPPLEMENT #1 — LIST GARMENTS AND HOUSEHOLD ITEMS THAT SHOULD BE WASHED OR DRY CLEANED IN A GIVEN WEEK

NAME ____

In the space below, list garments and household items that should be cleaned in a given week in your home.

What Do We Wash?

CLOTHING CARE MAINTENANCE
UNIT III

SUPPLEMENT #2 — COMPLETE HAND WASHING STEPS

(NOTE: Some clothing is made of delicate fabrics, such as silk, sheer nylon, lace, or wool. These should not be washed in a machine. Washing garments by hand may also be a good idea if the item is not colorfast or will fade, causing other garments in the same water to pick up the dye color.)

I. Equipment

   A. Soiled garment

   B. Cleaning products

   C. Clean tub or sink

   D. Towel

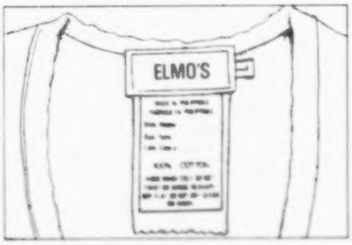
   E. Nonrust hanger

II. Procedure

   A. Read garment's care label for special washing instructions and warnings (Figure 1)

      EXAMPLE:

   FIGURE 1



   B. Select the proper cleaning product or soap that is safe for use on the garment

   C. Remove any nonwashable trims or buttons

      EXAMPLES: Leather, suede, or wood buttons

   D. Pretreat any bad stains or soils with a mild product safe for this purpose

SUPPLEMENT #2

E. Wash garment in a clean tub or bathroom sink

(NOTE: Be sure to use correct water temperature for the fabric and the cleaning product.)

F. Rinse the garment thoroughly

CAUTION

Do not twist or wring the garment, especially if the care label warns against this.

G. Dry the garment

1. Lay it flat on a thick, absorbent towel

   OR

2. Hang it on a nonrust hanger over a bathtub or shower to catch drips

   (NOTE: Inflatable hangers are also available for this purpose.)

   OR

3. Tumble dry it gently in a dryer at low heat if the care label suggests this method

CLOTHING CARE MAINTENANCE
UNIT III

SUPPLEMENT #3 — BLOCK A SWEATER

(NOTE: In most cases, sweaters should be hand washed and should be laid flat to dry.)

I. Equipment and supplies

   A. Container for washing

      EXAMPLES: Sink, dish pan, bathtub

   B. Warm water

   C. Mild detergent

   D. Paper

      (NOTE: Paper should be large enough to draw the outline of the sweater. A brown paper sack cut open works well.)

   E. Pencil

      (NOTE: Use type of pencil that will not smudge or fade on damp sweater.)

   F. Towel

II. Procedures

   A. Read garment label for care instructions

   B. Lay sweater on paper and trace outline

   C. Add detergent to warm water following instructions on detergent package

   D. Soak sweater for five minutes

   E. Gently squeeze suds through sweater

      (NOTE: Be careful not to wring or twist sweater.)

   F. Rinse sweater thoroughly in cool water until suds are out

      (NOTE: More than one rinse water may be required.)

   G. Gently squeeze as much water from the sweater as possible

      (NOTE: For quicker drying, gently roll sweater in towel to remove excess moisture.)

SUPPLEMENT #3

H. Carefully reshape sweater to outline drawn on paper.

I. Lay flat to dry

(NOTE: If sweater is wrinkled after drying, press with cool iron on wrong side.)

CLOTHING CARE MAINTENANCE
UNIT III

SUPPLEMENT #4 — WAYS TO CLEAN ACCESSORIES

The following instructions can be used when cleaning most accessories. Some items such as collars and belts may need to be professionally cleaned. It is important to read the care instructions before attempting any cleaning procedures.

Gloves

A. Wash in warm water and mild detergent

B. Rub heavily soiled areas

C. Rinse thoroughly

D. Roll in a towel to remove excess moisture

E. Lay flat to dry

Scarves and sweaters

A. Wash in lukewarm water and mild detergent

B. Squeeze the suds through without rubbing or twisting

C. Rinse well

D. Gently squeeze out water

E. Roll in towel to remove excess moisture

F. Lay flat to dry

Leather items — Follow care instructions; may require special cleaner

Plastic items — Wipe with mild soapy water, rinse, and towel dry fabric tote bags or back packs

A. Scrub lightly with a soft brush and mild suds

B. Rinse well

C. Blot with towel and hang to dry

D. Protect surface by spraying with soil resistant spray

SUPPLEMENT #4

Hats and caps

A. Wash in mild detergent and warm water

B. Do not twist or wring

C. Reshape for drying

(NOTE: It may be helpful to stuff paper inside the cap or hat to retain its shape, or allow to dry on wig head.)

CLOTHING CARE MAINTENANCE
UNIT III

SUPPLEMENT #5 — USE A PRESSING CLOTH TO PRESS A WOOL GARMET

(NOTE: To prevent scorching or a shiny appearance of the fabric, a damp pressing cloth should be used on fabric such as wool and silk. The pressing cloth protects the fabric from the heat of the iron, and the extra moisture helps to remove wrinkles that have become set.)

I. Equipment and supplies

  A. Ironing board

  B. Iron

  C. Wool garment (or piece of wool fabric)

  D. Wool pressing cloth

  (NOTE: Wool is the recommended material, but a cotton cloth may be used if wool is not available.)

II. Procedure

  A. Set up ironing station

  B. Preheat iron (WOOL setting)

  C. Moisten wool pressing cloth

  D. Position garment on ironing board, wrong side out

  (NOTE: Buttonholes, pockets, and collars may have to be pressed on the right side.)

  E. Position cloth over first area to be pressed

  F. Press garment, keeping iron on pressing cloth

  G. Continue by moving cloth and pressing garment in sections until finished

  (NOTE: Moisten pressing cloth as needed.)

  H. Hang pressed garment on hanger

CLOTHING CARE MAINTENANCE
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Colorfast — Colors capable of being cleaned or washed without fading or "running"

B. Noncolorfast — Colors that fade or "run" during dry cleaning or washing

C. Pretreating — Step taken before garment is laundered or dry-cleaned to treat heavy soil or spots in garments so that they will be removed during the actual washing

D. Natural fabric — Fabric made from fibers that retain the basic chemical structure of the original plant or animal from which the fabric was made

E. Synthetics — Fabrics that are made entirely from chemicals

EXAMPLES: Nylon, polyester, acrylic

F. Blends — Fabrics made from two or more different types of fibers

(NOTE: Usually, natural and synthetic fibers are combined to take advantage of the strengths of each fiber.)

G. Durable-press — Chemical finish applied to a fabric to reduce or end the need to press or iron a garment

H. Dry cleaning — Cleaning clothing with a chemical instead of with water

I. Mending — Steps taken to repair or improve clothing

EXAMPLES: Ironing on a patch to reinforce a worn area; adding a decorative applique that conceals an unfortunate stain; darning

J. Darn — Repair with threads or yarns worked into the fabric weave or knit

K. Patch — Repair with an extra piece of fabric sewn over the hole or rip to replace or strengthen the bad area

II. Ways to increase life of clothing

A. Avoid wearing an outfit two days in a row

(NOTE: A garment will look better and last longer if given a rest. This will allow the fibers to return to their original shape.)

INFORMATION SHEET

B. Hang clothes properly

(NOTE: Use a sturdy hanger when hanging your clothes to help garments hold their shape. Space the hangers a few inches apart on the closet rod. The fibers need air to "breathe." Be sure that clothes are hanging straight and even on the hanger. Buttons should be buttoned and zippers should be zipped. Be sure the lapels and sleeves are not twisted.)

C. Brush clothes when you take them off

(NOTE: Brushing removes the day's dirt and grit which can be harmful to the fibers.)

D. Remove spots as soon as possible

(NOTE: The longer spots remain, the harder they are to remove.)

E. Carry as few items as possible in your pocket

(NOTE: Carrying items in pockets causes sagging.)

F. Store out-of-season clothes in zipped garment bags

(NOTE: Garments should be cleaned before storing, but do not store in sealed bags. Inside the sealed bags the dry cleaning chemicals could harm the fabric.)

G. Follow the care label instructions

H. Hang clothes in air to freshen

III. Methods or sources for cleaning clothing

A. Laundry

EXAMPLES: Hand, machine, home, commercial

B. Professional dry-cleaning business

C. Self-service dry-cleaning business

D. Dry cleaning at home

(NOTE: Dry cleaning at home is usually limited to spot removal with cleaning chemical carbon tetrachloride. Use this carefully and follow label directions EXACTLY!)

IV. Factors that determine method of cleaning care for clothing

A. Hangtags and labels on clothes

B. Fabric references in textbooks

INFORMATION SHEET

C. Washing-machine instruction booklets

D. Manager and/or worker at dry-cleaning business

V. Factors that affect laundry sorting groups

(NOTE: Clothes should be sorted into groups that can be washed and dried together using the same water temperature, detergent types, and dryer temperature.)

A. Color

EXAMPLES: Whites, colorfast items, noncolorfast items

B. Soil type

EXAMPLES: Light, normal, greasy, or heavy soil

C. Fabric and fabric finish

EXAMPLES: Cottons and linens, synthetics and durable-press, delicate, items that will produce lint

VI. Sorted laundry loads and proper water temperatures

(NOTE: To conserve energy use coolest water temperature possible for desired results.)

A. Hot (96°C or 140°F)

1. Sturdy whites/colorfast pastels
2. Heavily soiled durable-press, wash and wear, and work clothes

B. Warm (72-80°C or 100-110°F)

1. Lightly soiled durable-press or wash and wear
2. Noncolorfast colors
3. Nylons, polyesters, acrylics

C. Cold (62°C or cooler or 80°F or cooler)

1. Very delicate colors and fabrics
2. Very lightly soiled fabrics
3. Washable silks and washable woolens

INFORMATION SHEET

VII. Laundry products

A. Mild detergent — Used for delicate clothes and light soils

B. All-purpose/all temperature — Used for general laundry and normal soils

C. Cold water detergent — Used for sensitive colors, synthetics, and light soils

D. Heavy duty detergent — Used for heavily soiled clothing and hot water washing

(NOTE: Detergent usage has increased because of increased consumer purchases of synthetics and because detergents use less hot water than soaps. Detergents often contain bleaches and water conditioners. The phosphates that most detergents contain are not biodegradable.)

B. Soaps — Products that are especially recommended for washing clothing made from natural fiber; cleansing action results because of a chemical reaction of fat product, alkali, and water being combined during laundering

(NOTE: Clothes must be rinsed thoroughly. Soaps can leave a scum and make clothes look dirty if not used in soft water. Soaps are biodegradable.)

C. Bleaches — Chemical products used to remove stains, loosen soil quickly, destroy bacteria, and help clothes stay white

EXAMPLE: Chlorine bleach

(NOTE: Liquid bleach is the strongest kind. Silks, wools, and elastic fibers are destroyed by chlorine bleach.)

E. Fabric softeners — Chemical products added to rinse water during laundering to help give soft, smooth feeling to clothes, lubricate the surface of the fabric so iron will glide more easily and prevent static electricity or clinging of clothes

(NOTE: Fabric softeners are available in liquids, aerosal sprays, and saturated paper products. Fibers and spray may damage appliances. Check appliance care directions before using.)

CAUTION

Some fabric softeners may cause stains on certain polyester fabrics.

F. Starches — Liquids, sprays, or powders used to give added body to garments and to increase soil resistance

(NOTE: Depending on the type of starch selected, starch can be added at the end of the laundry cycle or applied before or during ironing.)

INFORMATION SHEET

VIII. Methods of drying clothes

A. Line drying

(NOTE: Line drying offers considerable energy savings.)

1. Use clean clothesline and clothes pins

(NOTE: Do not leave clothes pins on line when they are not in use.)

2. Hang wet clothes immediately

(NOTE: Straighten clothes as they are hung on the line.)

3. Keep shape of the clothes in mind when hanging them

(NOTE: Hang dresses and blouses with a clothes pin at the outer edge of each shoulder. Close the top and bottom buttons of shirts and hang them with tails smooth over the line. Pants stretchers can be used when hanging jeans out to dry. A stretcher prevents many of the wrinkles and gives the jeans a crease.)

B. Machine drying

1. Read dryer instructions

(NOTE: Select cycle recommended for the fabric of the garment.)

2. Remove clothes immediately after they have dried to prevent wrinkles

(NOTE: Overdrying can cause shrinkage and set-in wrinkles.)

C. Flat drying

1. Block garment if necessary

(NOTE: Blocking a garment is the procedure of drawing the outline of the dry garment on the surface where the garment will be dried. After the garment has been washed it is reshaped to fit this outline.)

2. Towel dry garment for fastest drying results

3. Lay on a flat surface for drying

EXAMPLE: Floor; drying screen

IX. Hints for preparing clothes for dry cleaning

(NOTE: Read the care labels on garments to determine if dry cleaning is required.)

A. Empty pockets

B. Close zippers

INFORMATION SHEET

C. Remove fragile items

EXAMPLES: Special buttons and trims

D. Brush lint from the garment

(NOTE: Pay close attention to collars and cuffs.)

E. Make any necessary repairs or ask that repairs be made by dry cleaner

EXAMPLE: Ripped seams

F. Show stains or spots to dry cleaning attendent

(NOTE: Some laundromats offer coin-operated dry cleaning machines which cost much less than professional cleaning. However, you have to do everything yourself, although there may be an attendant to advise you. To get good results, you must follow the instructions given for the machine, also, some dry cleaning services offer bulk rates when charging for cleaning services.)

X. Guidelines for ironing

(NOTE: Ironing may not always be necessary. Sometimes wrinkles can be removed by hanging clothes in the fresh air. Also wrinkles can be removed by steaming them out. Hang clothes in a bathroom while a shower or bath is being taken. This method is good for removing wrinkles from woolens.)

A. Read care labels for fabric content and iron temperature

B. Iron in the direction of the lengthwise threads

(NOTE: Crosswise or diagonal ironing may stretch some fabrics out of shape. The lengthwise threads will be the firmest when you tug on them. The crosswise threads will be stretchy.)

C. Iron each section before moving to the next section

(NOTE: Iron sections in order for best results.)

EXAMPLE:
1. Collars and cuffs — inside before outside
2. Sleeves — smooth the sleeve surface away from inside seam
3. Shirt back
4. Shoulder area
5. Shirt front

INFORMATION SHEET

D. Iron thick hems, pockets, facings, and other double thickness parts on the wrong side

(NOTE: This will help prevent the surface from looking shiny.)

E. Iron with extra care around buttons and zippers to avoid tearing or melting

F. Use safety precautions

EXAMPLES: Never put a hot iron on a fabric you are not sure of; test it first on a seam allowance.

Turn iron to OFF and unplug when finished ironing. Allow iron to cool before wrapping cord and putting away. When not in use, do not put hot surface of iron to ironing board.

XI. Ways to store clothing properly

A. Place clothes that need to be washed in a container that allows for air circulation

B. Make any needed repairs as soon as possible

C. Zip and button clothes to prevent wrinkles while they are on the hanger

D. Fold, rather than hang, knits that stretch

E. Store nylon hosiery in plastic bags to prevent snagging

F. Store woolen items in areas that have been mothproofed

G. Use dividers or plastic organizers to store small items

(NOTE: This will prevent small items such as jewelry, gloves, and socks from being lost in the drawer. Egg cartons are great for storing small pieces of jewelry and cardboard shoe boxes can be used instead of purchasing dividers.)

CLOTHING CARE MAINTENANCE
UNIT III

ASSIGNMENT SHEET #1 — SELECT AN APPROPRIATE CLEANING CARE METHOD FOR CLOTHING

NAME ______________________________ SCORE ____________

You already know about the cost of buying and making your own clothes. Now, think about cleaning and caring for those clothes. The cost of doing this is fairly low. The cost of not doing this can be very high. The wrong storage or laundry method can ruin even the best fabric.

You can decide whether to wash or dry-clean a garment by following advice from several places: hangtags and labels on clothes, fabric references in textbooks, washing-machine instruction booklets, and manager and/or worker of a dry-cleaning business.

Using a garment (new or already owned), select an appropriate cleaning method. Complete the following statements.

CLEANING METHOD

1. The description of the garment is ______________________________

   ____

2. Which source(s) of information/advice did you use to select the method? Why?

   ____

   ____

3. Directions or a description of the methods that were recommended for the garment cleaning care were ______________________________

   ____

4. The cost of garment cleaning care (e.g., laundry products, dry cleaning, or commercial cleaning costs) was ______________________________

5. The cost of replacing the garment if ruined through improper cleaning care would be

   ____

CLOTHING CARE MAINTENANCE
UNIT III

ASSIGNMENT SHEET #2 — DETERMINE CARE REQUIRED FOR CLOTHING ITEMS

NAME ____ SCORE ________________

A well-groomed look is the result of careful attention to yourself and to what you wear. When you spend time organizing your wardrobe and carefully shopping for the right priced items, it is important for them to last a long time. Regular care will help you have a well-groomed appearance and will help your clothing last longer. It also saves time and money on excessive cleaning and replacement of clothing that is not well cared for.

There are basically three ways of cleaning your clothing: machine washing, washing by hand, and dry cleaning. Carefully read the care label before doing any type of cleaning to your clothing. If you make some of your clothing by hand be sure to read the care instructions that are on the ends of the fabric bolts.

Determine care required for clothing items by examining the care labels on eight items in your wardrobe. List the information from the labels in the following blanks.

EXAMPLE:

Item #1 — **Blue sweater**

Fabric content — 100 percent wool

Cleaning instructions — Dry clean only

A. Item #1 — ____

Fabric content — ____

Cleaning instructions — ____

B. Item #2 — ____

Fabric content — ____

Cleaning instructions — ____

C. Item #3 — ____

Fabric content — ____

Cleaning instructions — ____

D. Item #4 — ____

Fabric content — ____

Cleaning instructions — ____

ASSIGNMENT SHEET #2

E. Item #5 — ______________________________

Fabric content — ______________________________

Cleaning instructions — ______________________________

F. Item #6 — ______________________________

Fabric content — ______________________________

Cleaning instructions — ______________________________

G. Item #7 — ______________________________

Fabric content — ______________________________

Cleaning instructions — ______________________________

H. Item #8 — ______________________________

Fabric content — ______________________________

Cleaning instructions — ______________________________

CLOTHING CARE MAINTENANCE
UNIT III

ASSIGNMENT SHEET #3 — PREPARE CLOTHING FOR LAUNDRY

NAME ____ SCORE ________________

Clothing wears and looks better longer when laundry is properly prepared! If some of your clothes have very heavily soiled spots or stains, such as body oils and makeup on collars and cuffs, pretreat those soiled spots before washing the clothes. The soiled areas and stains should be brushed with a thick mixture of detergent and water or a full-strength liquid detergent. Synthetic fabrics and durable-press finishes seem to hold greasy soils more than other fabrics. These may need pretreating often. Many special pretreating spray products are available for heavily soiled areas. Read labels of the products before using them. Some may not be suited to all fabrics.

Even when pretreating is not necessary, there are a few guidelines to follow to prepare clothing for laundry. Using a laundry load, prepare the load according to the following procedure.

1. Mend any rips
2. Remove trims and belts, buttons, and fancy zipper pulls that are not washable
3. Sew on any loose buttons or hooks
4. Close zippers or hooks

   (NOTE: They might snag fabrics if left open. Twisting motion may ruin polyester/nylon zippers.)

5. Tie loose ties or fasten attached belts to prevent tangling
6. Empty pockets and turn them and any pants cuffs inside out; brush away lint and loose dirt
7. Turn wrong side out as needed

   (NOTE: Socks and heavily soiled clothing should be laundered right side out.)

CLOTHING CARE MAINTENANCE
UNIT III

ASSIGNMENT SHEET #4 — SORT LAUNDRY INTO LOADS

NAME ____ SCORE ________________

The purpose of sorting is to separate the items that could in some way damage other garments. Typical separate bundles might include the following items.

ITEMS THAT HAVE A STRONG TENDENCY TO SHED LINT SHOULD BE WASHED SEPARATELY!

Using the information sheet and the sorting guide, sort the family wash or laundry provided by your home economics teacher.

Sturdy White and Colorfast Items	Non-Colorfast Items	Heavily Soiled Clothes	Delicate Items
Towels Sheets Pillowcases Handkerchiefs Shirts Cotton Underwear Diapers (should be washed alone or with other items of similar soil)	Sport clothes Dresses Blouses Children's playclothes Pajamas Colorful household linens	Work clothes including underwear Playclothes Active-sport clothes Throw rugs	Fragile blouses Lingerie Sheer curtains

CLOTHING CARE MAINTENANCE
UNIT III

ASSIGNMENT SHEET #5 — REMOVE STAINS FROM FABRIC AND/OR CLOTHING

NAME ____ SCORE ________________

Survey family, friends, and classmates to find what types of clothing stains are most often a problem to them. Collect clothing that have stains or use scraps of fabrics and "make stains." Use the procedures described on the stain removal chart to remove the stain. The chart is on the following pages.

1. What stains were most common to family, friends, and classmates? ____________
____

2. What stains were you able to remove when following the procedure described on the chart? ____
____

STAIN REMOVAL GUIDE FOR WASHABLE FABRICS

Chocolate and Cocoa	Soak in cold water. If colored stain remains, pretreat with detergent paste and launder in water as hot as safe for the fabric.
Coffee and Tea	Pour boiling water through taut fabric. Launder in hot water.
Cosmetics	Pretreat with detergent paste. Launder in hot water.
Crayon	Loosen stain with cooking oil. Add detergent, working until outline of stain is removed. Launder.
Egg	Scrape off excess. Soak in cool water and then launder in hot water.
Fruits and Berries	For cherry, peach, pear, and plum stains, soak at once in cool water. For other fruits, pour boiling water through stain. Launder.
Grass and Foliage	Rub detergent paste into stain. If necessary use a mild bleach. Launder in hot water.

ASSIGNMENT SHEET #5

STAIN REMOVAL GUIDE FOR WASHABLE FABRICS (Continued)

Grease and Oil	Scrape off as much grease as possible. Rub detergent paste into stain. Launder in hot water with plenty of detergent.
Ice Cream	Soak in cool water. Then treat with detergent paste. If chocolate or fruit remains, follow directions for those stains.
Ink (ball-point)	Use hair spray or alcohol if fiber permits. Rub white petroleum jelly into stain. Pretreat with detergent paste and launder. If fabric permits, add bleach.
Mildew	Launder in hot water. If possible, dry in the sun.
Mustard	Pretreat with cool water and detergent. Launder.
Perspiration	Pretreat stain with detergent paste. If stain persists, apply ammonia to fresh stain and white vinegar to old stain. Rinse with water and then launder.
Scorch	Pretreat with hot water and detergent. If stain remains, rub with suds. Add bleach if fabric permits. Launder in hot water.
Blood	While stain is fresh, soak in cold water. Work in detergent paste. Launder in warm water. If the stain persists, soak again with bleach. Relaunder.
Candle Wax and Paraffin	Place the stain between clean white blotters or several layers of facial tissues and press with warm iron. To remove remaining stain, sponge with a dry-cleaning fluid. Rinse and then launder.
Chewing gum	Harden gum by rubbing it with ice. Scrape off excess with dull knife. If a stain remains, sponge with a dry-cleaning fluid, rinse, and then launder.
Shoe Polish	Scrape off as much as possible. Pretreat with detergent paste and then launder.
Soft Drinks	Sponge immediately with cool water. Launder.
Tomato	Sponge area with cold water. If stain remains, pretreat with detergent paste. Launder in hot water with bleach.

CLOTHING CARE MAINTENANCE
UNIT III

ASSIGNMENT SHEET #6 — IDENTIFY THE APPROPRIATE TYPE OF BLEACH FOR GARMENT AND FABRIC TYPE

NAME ______________________________ SCORE ______________

To improve appearance and prevent permanent damage, the proper selection of a bleaching product is very important. The following chart discusses the basic types of bleach for home use.

BASIC TYPES OF BLEACH FOR HOME USE

Product Classification	Available Forms	Recommended Use	General Information
Laundry Aids BLEACH Chlorine	Liquid Granular	Can be used on all washable, colorfast, natural fibers (cotton, linen), except protein fibers like wool, silk, mohair and leather. Chlorine bleach is also safe on all washable, colorfast synthetic and permanent press fabrics, except spandex. Chlorine bleach is safe for many colored washable fabrics. Test colors for bleachability prior to washing. Bleach can be added in various ways: 1) to the wash water before the clothes are added, or 2) diluted with a quart (0.95 L) of water and added about halfway through the wash, or 3) to the washer bleach dispenser, following manufacturers' instructions. Be sure products containing chlorine bleach and liquid detergents are diluted before using them together. If these products are mixed full strength, noxious fumes can result. Avoid mixing products containing chlorine bleach with products containing ammonia or acids. Such mixtures can also produce noxious fumes.	Liquid chlorine bleach has innumerable uses in housekeeping. Generally whitens fabrics in the laundry. Also aids in soil removal and acts as a disinfectant on most bacteria and viruses likely to be encountered in the home. Its bleaching and disinfecting properties are particularly needed in the kitchen and bathroom. It is ideal for disinfecting and deodorizing diaper pails and removing mildew odor from surfaces. Applying undiluted bleach directly to fabrics may result in color removal and/or weakening of the fabric. To determine if a color is bleach safe, apply one drop of a test solution made from 1 tablesppon (15 ml) of a chlorine bleach in 1/4 cup (60 ml) of water to an inconspicuous part of the garment, such as a seam allowance. Be sure the solution penetrates the fabric. Let stand for 1 minute and blot dry with a paper towel. If there is no color change, the article can be safely bleached. Some fabrics may have a chlorine retentive finsh, and can become yellowed when chlorine bleach is used. To remove this yellowing, soak item in a plastic container (not an automatic washer) using a packaged color remover (sodium hydrosulfite) and follow manufacturer's instructions. A solution of photographer's "hypo" (sodium thiosulfate) can also be used.

ASSIGNMENT SHEET #6

Product Classification	Available Forms	Recommended Use	General Information
Chlorine *(Continued)*			Some nylon fabrics may be permanently yellowed by chlorine bleach. Do not use chlorine bleach is iron is present in the water supply in excessive amounts because fabric discoloration could occur.
BLEACH *(Continued)* Non-Chlorine	Granular (Biz) Liquid	Non-chlorine bleach is safe for virtually all colored washable fabrics. Non-chlorine bleach whitens fabrics and aids in soil removal. Non-chlorine bleaches being milder than the chlorine bleaches work best in hot water or in a soak. As water temperature decreases, exposure time in a soak should be increased. Do not add chlorine bleach to a wash or soak solution containing non-chlorine bleach. Chlorine bleach stops the bleaching and stain removal action when used in combination with non-chlorine bleach.	To determine if a color is safe with a non-chlorine bleach, mix 1 teaspoon (5 ml) non-chlorine bleach to 1 cup (240 ml) hot water or follow specific instructions on the package. Then place a few drops of test solution on an inconspicuous portion of fabric for 10 minutes. If color does not bleed or there is no color change, non-chlorine bleach may be used. Non-chlorine bleaches usually contain other cleaning ingredients, like water softener (phosphate), enzymes and fabric whitening agents.

*(Procter & Gamble products)

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ASSIGNMENT SHEET #6

Using the information in the chart on the previous page, identify the appropriate type of bleach for each of the following garments and fabric types. Write either a "1" or "2" in the blank before the description of the garment.

______A. Diaper

______B. Gray wool sweater

______C. Silk blouse

______D. White T-shirt

______E. Nylon/spandex bathing suit

______F. Printed dish towel

______G. White cotton socks

1. Chlorine bleach
2. Non-Chlorine bleach

CLOTHING CARE MAINTENANCE
UNIT III

ASSIGNMENT SHEET #7 — GATHER INFORMATION ABOUT METHODS OF DRYING CLOTHES

NAME ______________________________ SCORE ______________

There are many factors which contribute to the success of your clothing care. Choosing the appropriate method of drying clothing is one of the most important factors to consider.

PART I

Gather information about the methods of drying clothes by interviewing a homemaker. Use the following questions as a guide.

A. What time of the year do you use line drying for your clothes?

____

B. What types of clothing do you line dry? ______________________________

____

C. Can you tell the difference between towels that have been dried on a line and those that have been dried in a dryer? ______________________________

____

D. With what clothing items do you use the flat drying method? ______________

____

E. Where do you put your clothing when using the flat drying method?

____

EXAMPLE: Towel on the floor

F. What types of clothing do you dry in the dryer? ______________________

____

G. What convenience feature does your dryer have that make your work easier?

____

____

ASSIGNMENT SHEET #7

PART II

There are many gadgets that can be purchased for drying clothes. Some may be useful and others may be a waste of money. Examples of such items are a folding clothes line which can be found at the local discount store and an umbrella-type item with clothespins on it found in a specialty catalog. Gather information about a clothes drying gadget. Mount or sketch a picture of the gadget in the space below and answer the following questions.

A. Where can this item be obtained? ______________________________

B. How much does it cost? ______________________________

C. What are its advantages? ______________________________

____

D. What are its disadvantages? ______________________________

____

E. Would you recommend purchasing this item? ______________________________

F. Why or why not? ______________________________

____

____

CLOTHING CARE MAINTENANCE
UNIT III

ASSIGNMENT SHEET #8 — ORGANIZE STORAGE FOR CLOTHING

NAME ________________________________ SCORE ______________

How you organize and keep your clothes in storage areas, such as closets, shelves, and drawers, is your own business. Your life-style, activities, and the clothes you wear will help you decide what arrangement is most convenient for you. However, proper care and storage will keep garments looking new for a long time and aid in routine dressing.

Using the guidelines and ideas below, organize your storage for clothing. Then, complete the statements that follow.

REDOING YOUR CLOSET

1. First, completely empty your closet! Stack similar items in piles.
2. Clean the closet wall, shelves, poles, and floor with a vacuum cleaner, soap and water, or whatever it takes to do the job. You may want to spray the clean closet with a disinfectant.
3. Make your plan for closet rearrangement while the empty closet dries and airs.
4. Replace your clothes, one by one, leaving out anything you no longer need or never wear. Place items needing repairs aside until the work is done.

CLOSET SPACE PLANNING IDEAS

1. If you wear mostly pants and tops, you may want to install two hanging poles. To double your storage space, place one pole at waist height and one at shoulder height. Shirts or blouses can hang from the top pole, and pants or skirts beneath them.
2. Place the garments you wear most often in easy-to-reach places. Also think of how you get dressed, what you put on first, second, and so on. Place them in that order.
3. Things you usually wear together should be stored together, e.g., belts that match pants, vests with jackets.
4. Store heavy items, such as shoes and boots, near the floor.
5. Store lighter items, such as hats, bags, and accessories, on higher shelves.
6. Hooks on closet doors or end walls can keep belts or ties neatly organized and easy to find.
7. Place long or seldom worn garments, such as formal wear and long coats, out of the way or in long garment bags for storage.

ASSIGNMENT SHEET #8

8. If shoes tend to clutter the floor of your closet, you can double the storage area with a shelf placed several inches above the floor. A long board and four bricks will create a useful second shoe shelf in minutes. Use empty sturdy shoe boxes if you have no bricks. Inexpensive hanging shoe bags may be purchased.

9. Shoes seldom worn can be kept in their original boxes, with their color or description written on the end of the box.

10. Turn all hanger hooks in the same direction to keep them untangled. Use clean, nonrusty hangers.

11. Place any out-of-season garments in the least handy part of your closet, since you will not need these items for several months. Cover them with plastic bags to keep them clean.

12. Never crowd clothes into your closet. Fabrics need air moving around them to stay fresh.

(NOTE: Organize your clothing drawers in similar steps. Place similar things together. Use empty shoe boxes, egg cartons, and other small containers as dividers inside drawers. Roll socks with their mates. Use plastic bags to protect fragile sweaters. Paper linings will help keep the drawers clean.)

A. Describe your plan to organize storage for clothing.

____

____

____

____

____

ASSIGNMENT SHEET #8

B. Draw a sketch or attach a photo of the finished plan.

C. Advantages of the reorganized closet and/or drawers include ______________________

____

____

D. Total cost of the reorganized storage was ______________________________

E. Hours spent in reorganization were ________________________________

CLOTHING CARE MAINTENANCE
UNIT III

ASSIGNMENT SHEET #9 — RECORD INFORMATION FROM LAUNDRY PRODUCT LABELS

NAME ______________________________ SCORE ______________

There are many laundry products from which to choose. To obtain the desired results, you must understand how to use the product and follow the directions. Failure to follow the directions may result in damage to the clothes and/or the washing machine.

Record information from laundry product labels in the spaces provided.

To determine cost per washer load, divide the ounces needed for one load (there are 8 ounce in a cup) into the total ounces of product. Divide the figure you get into the price of the product.

EXAMPLE: A 42-ounce box of detergent costs $1.79. It takes 1 1/4 cups to wash a load of clothes.

1 1/4 cups = 10 oz.
42 oz. = 4.2 loads per box
10 oz.
$1.79 = 42 1/2¢ per load
4.2

A. Detergent

1. Brand name ______________________________
2. Manufacturer's name and address ______________________________
____
3. Directions for use ______________________________
____
4. Types of fabrics on which product can be used ______________________________
____
5. Types of fabrics on which product should not be used ______________________________
____
6. Caution statement ______________________________
____
7. Net weight of contents ______________________________

ASSIGNMENT SHEET #9

8. Cost per washer load ______________________________
9. List of ingredients ______________________________

____

B. Soap

1. Brand name ______________________________
2. Manufacturer's name and address ______________________________

____

3. Directions for use ______________________________

____

4. Types of fabrics on which product can be used ______________________________

____

5. Types of fabrics on which product should not be used ______________________________

____

6. Caution statement ______________________________

____

7. Net weight of contents ______________________________
8. Cost per washer load ______________________________
9. List of ingredients ______________________________

____

C. Bleach

1. Brand name ______________________________
2. Manufacturer's name and address ______________________________

____

3. Directions for use ______________________________

____

ASSIGNMENT SHEET #9

4. Types of fabrics on which product can be used ______________________

____

5. Types of fabrics on which product should not be used ______________

____

6. Caution statement ______________________________________

____

7. Net weight of contents ___________________________________

8. Cost per washer load ____________________________________

9. List of ingredients ______________________________________

____

D. Brightener

1. Brand name ____

2. Manufacturer's name and address ___________________________

____

3. Directions for use ______________________________________

____

4. Types of fabrics on which product can be used ______________________

____

5. Types of fabrics on which product should not be used ______________

____

6. Caution statement ______________________________________

____

7. Net weight of contents ___________________________________

8. Cost per washer load ____________________________________

9. List of ingredients ______________________________________

ASSIGNMENT SHEET #9

E. Fabric softener

1. Brand name ______________________________
2. Manufacturer's name and address ______________________________
____
3. Directions for use ______________________________
____
4. Types of fabrics on which product can be used ______________________________
____
5. Types of fabrics on which product should not be used ______________________________
____
6. Caution statement ______________________________
____
7. Net weight of contents ______________________________
8. Cost per washer load ______________________________
9. List of ingredients ______________________________
____

F. Starch

1. Brand name ______________________________
2. Manufacturer's name and address ______________________________
____
3. Directions for use ______________________________
____
4. Types of fabrics on which product can be used ______________________________
____
5. Types of fabrics on which product should not be used ______________________________
____

ASSIGNMENT SHEET #9

6. Caution statement ____

____

7. Net weight of contents ____________________________________

8. Cost per washer load _____________________________________

9. List of ingredients _______________________________________

____

CLOTHING CARE MAINTENANCE
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor.

Assignment Sheet #2 — Completed to the satisfaction of the instructor.

Assignment Sheet #3 — Completed to the satisfaction of the instructor.

Assignment Sheet #4 — Completed to the satisfaction of the instructor.

Assignment Sheet #5 — Completed to the satisfaction of the instructor.

Assignment Sheet #6

A. 1
B. 2
C. 2
D. 1
E. 2
F. 2
G. 1

Assignment Sheet #7 — Completed to the satisfaction of the instructor.

Assignment Sheet #8 — Completed to the satisfaction of the instructor.

Assignment Sheet #9 — Completed to the satisfaction of the instructor.

CLOTHING CARE MAINTENANCE
UNIT III

JOB SHEET #1 — IRON A SHIRT OR BLOUSE

I. Equipment and supplies

   A. Blouse or man's or woman's shirt

      (NOTE: Item to be ironed may be pre-dampened.)

   B. Ironing board

   C. Iron

   D. Sizing (optional)

   E. Spray starch (optional)

      (NOTE: If spray starch and sizing are used when ironing, the garment will have more body and shape.)

II. Guidelines for proper ironing procedure

   (NOTE: Ironing may or may not be a necessary part of your care routine. In fact, if clothes are hung up or folded when they are not being worn, they may never need to be ironed.)

   A. Be sure the iron and ironing board cover are clean

      CAUTION

      Any residue or film on iron may come off onto clothing.

   B. Check the temperature setting

      (NOTE: Test temperature setting on side of hem. Wrinkles will not come out of a cotton garment if the temperature is not hot enough, and a synthetic fabric may melt if the iron is too hot.)

   C. Use steam when possible

      (NOTE: Pressing [up-and-down motion] prolongs life of fabrics as opposed to ironing [back-and-forth motion]. Wrinkles disappear quicker and with less effort with steam than with a dry iron.)

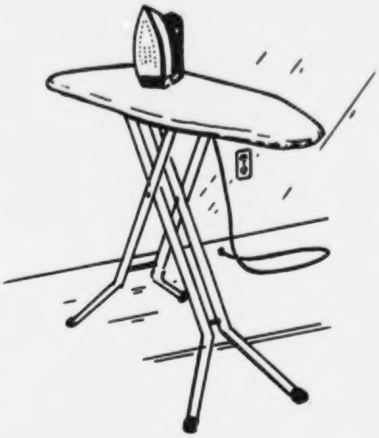
   D. Begin with small and/or doubled areas (collar, cuffs, waistbands) before extremity parts (sleeves, inside of legs on slacks); press or iron body areas last

JOB SHEET #1

III. Procedure

A. Set up ironing board in an area large enough for ironing and close to an electrical outlet (Figure 2)

FIGURE 2



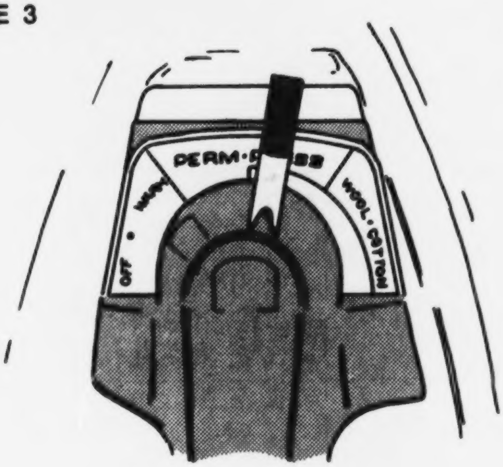
B. Set correct temperature for type of fabric to be ironed (Figure 3)

(NOTE: First iron items requiring low heat, next iron items requiring medium heat, and last iron items requiring high heat.)

CAUTION

Test for correct temperature setting on seam allowance or inside hem to avoid scorching.

FIGURE 3

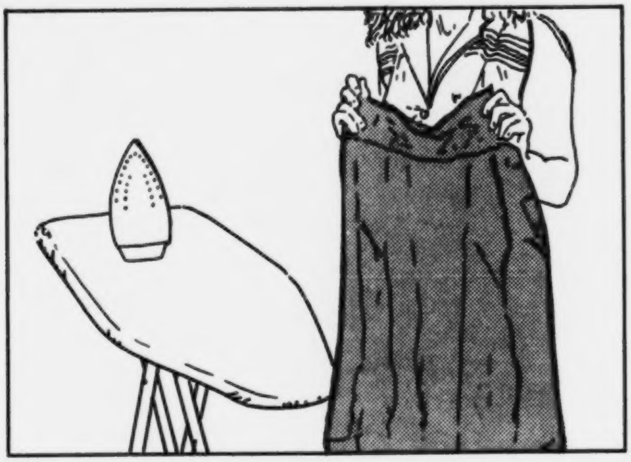


JOB SHEET #1

C. Hold shirt or blouse by collar, and straighten out by snapping (Figure 4)

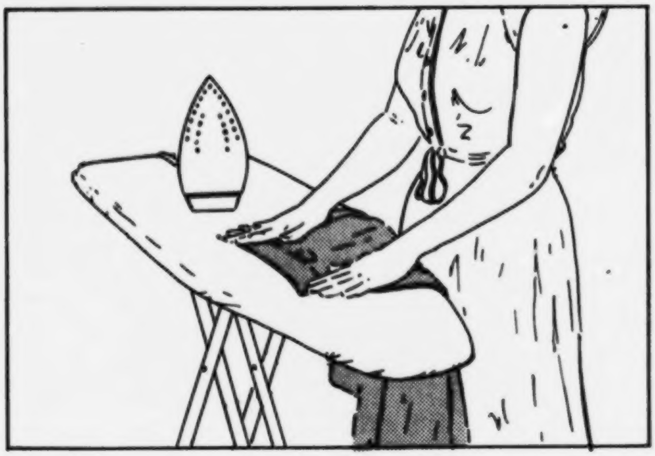
(NOTE: This helps to remove wrinkles and unfold garment for ironing.)

FIGURE 4



D. Lay collar on ironing board with outside up (Figure 5)

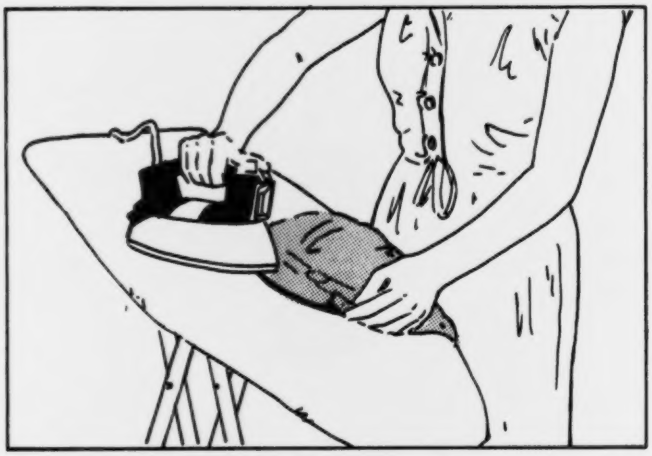
FIGURE 5



JOB SHEET #1

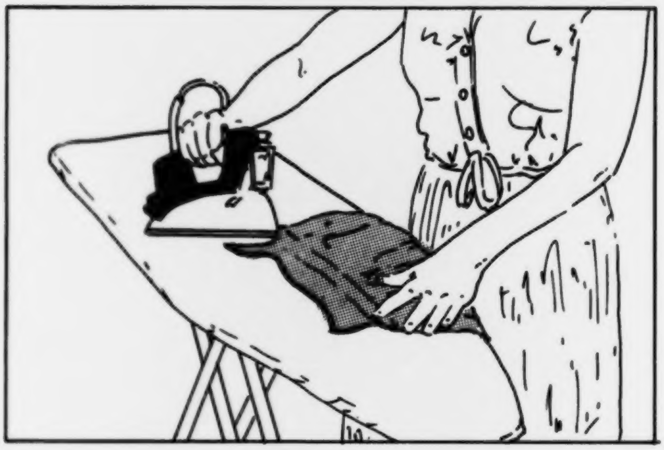
E. Iron from collar points to center until smooth (Figure 6)

FIGURE 6



F. Turn shirt or blouse over and iron other side of collar from points to center (Figure 7)

FIGURE 7

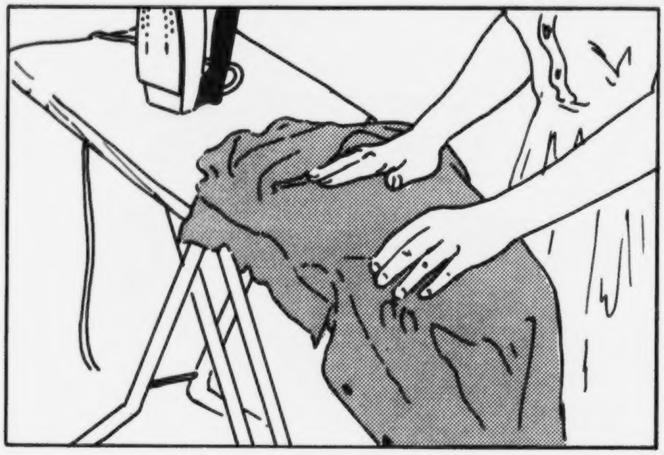


JOB SHEET #1

G. Slip yoke of shirt or blouse over tapered end of board and smooth out flat with hand (Figure 8)

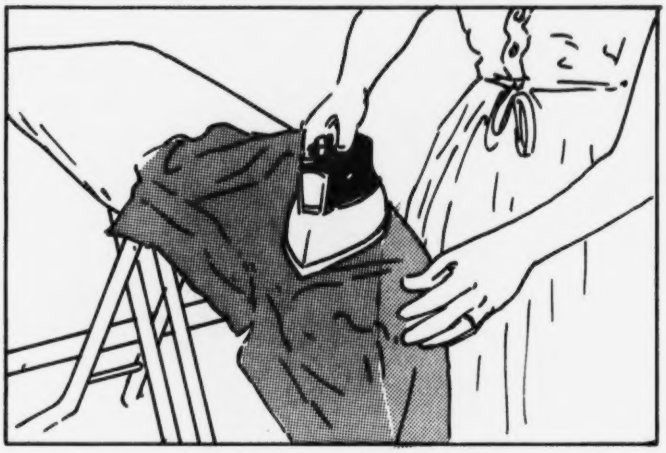
(NOTE: Yoke should be lengthwise with board)

FIGURE 8



H. Iron yoke from seams or edges toward center (Figure 9)

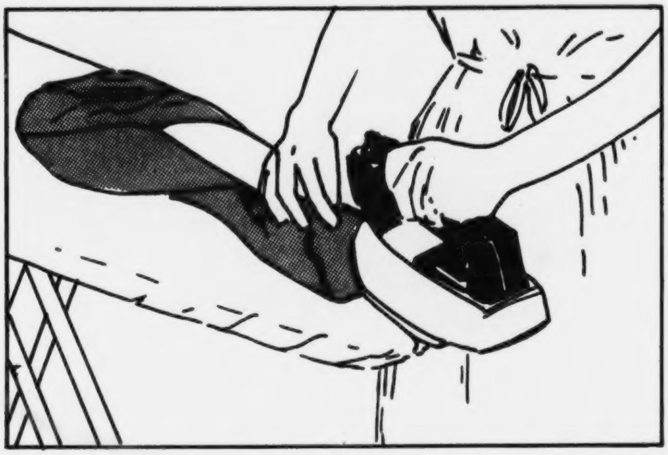
FIGURE 9



JOB SHEET #1

I. Fold out cuff and iron both sides smooth; repeat with other cuff (Figure 10)

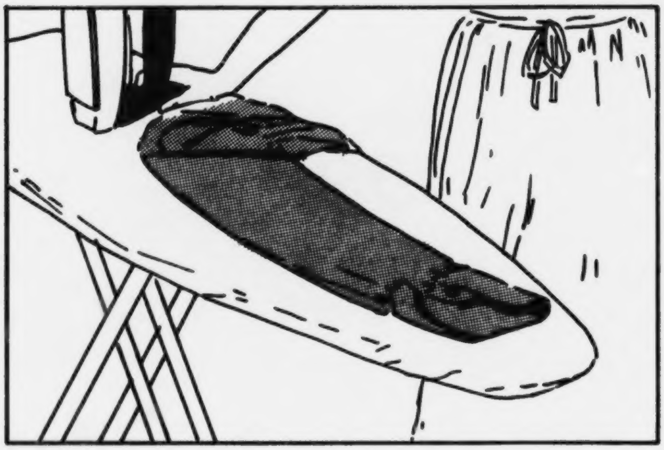
FIGURE 10



J. Pull shirt or blouse from board and place sleeve flat on top of board lengthwise; align sleeve seam and crease (Figure 11)

(NOTE: Button, button hole, and cuff opening should face up. When ironing a blouse do not iron crease in sleeve.)

FIGURE 11

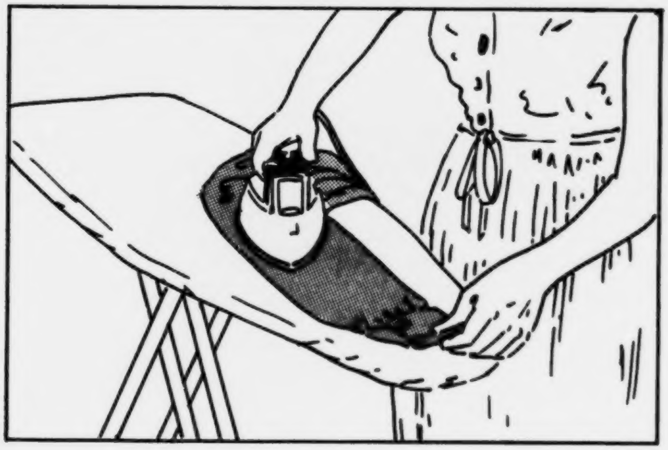


JOB SHEET #1

K. Iron sleeve, moving iron from seam to crease until smooth (Figure 12)

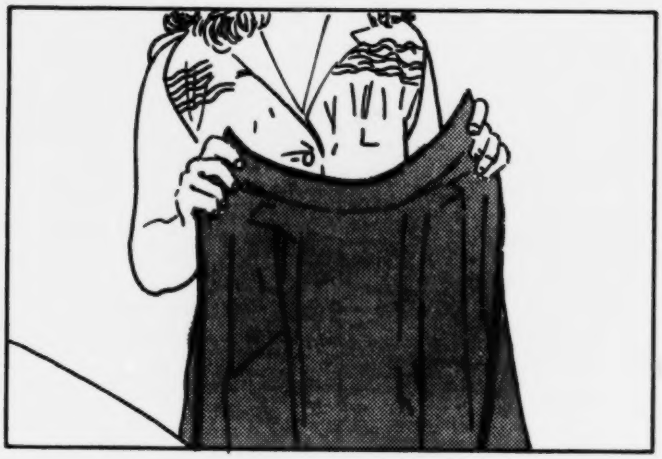
(NOTE: If long sleeve, run point of iron down into gathers at cuff.)

FIGURE 12



L. Pick up garment by collar (Figure 13)

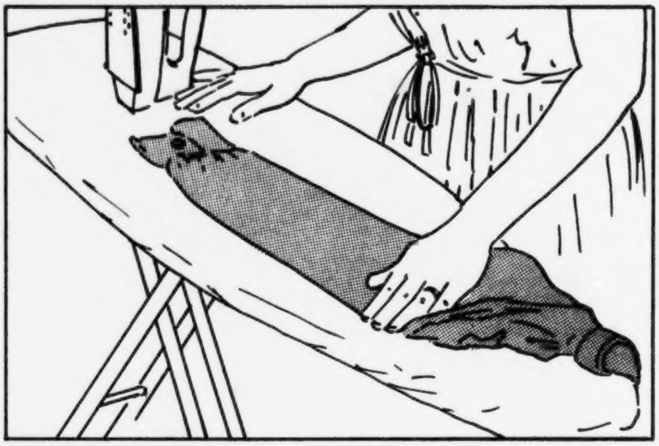
FIGURE 13



JOB SHEET #1

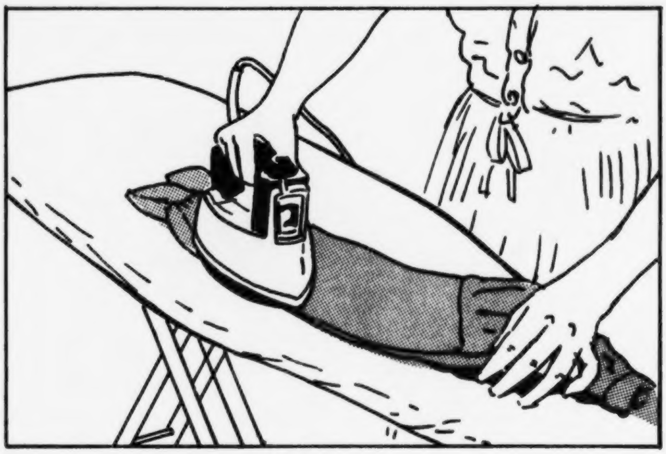
M. Lay other sleeve lengthwise on board with button, button hole, and cuff opening up; align seam and crease (Figure 14)

FIGURE 14



N. Iron sleeve, moving iron from seam to crease until smooth (Figure 15)

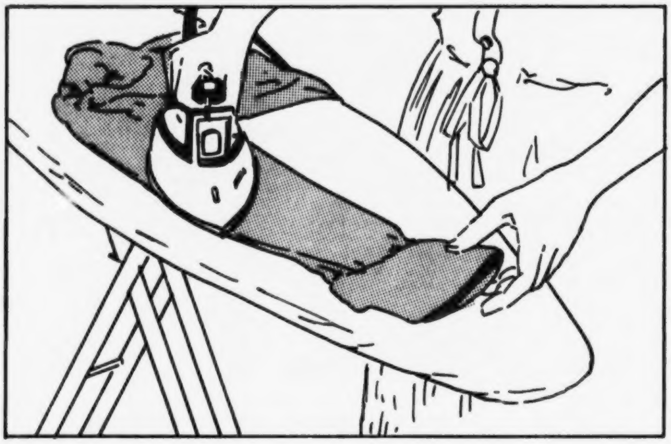
FIGURE 15



JOB SHEET #1

O. Turn garment over and iron other side of sleeve (Figure 16)

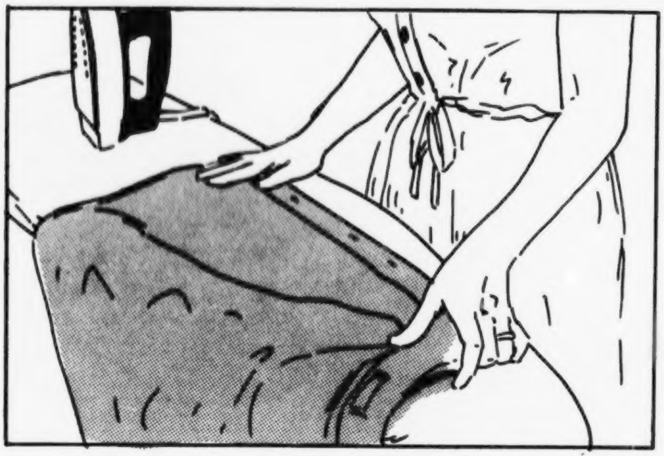
FIGURE 16



P. Pick up shirt or blouse holding top and bottom edges of front opening; place facing strip on board right side down (Figure 17)

(NOTE: Body of garment should hang over side of board.)

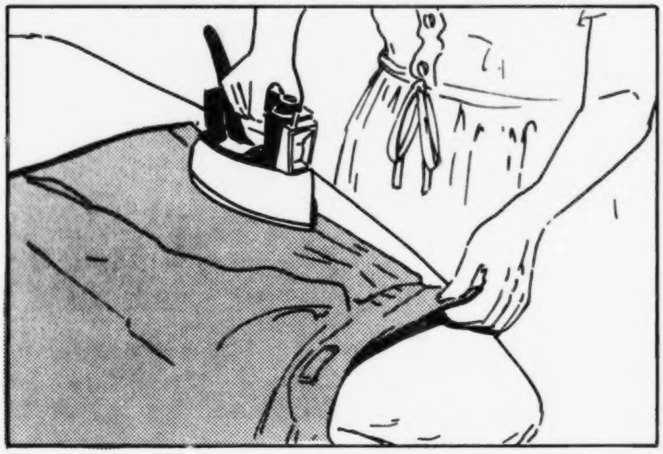
FIGURE 17



JOB SHEET #1

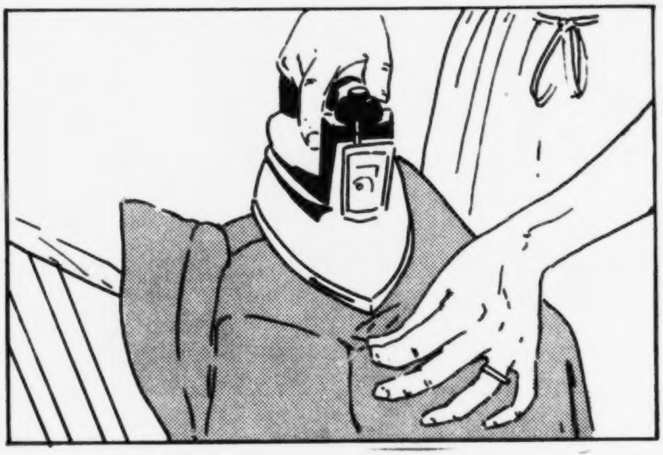
Q. Iron facing strip until smooth (Figure 18)

FIGURE 18



R. Slip right end of yoke over tapered end of board, and iron until smooth (Figure 19)

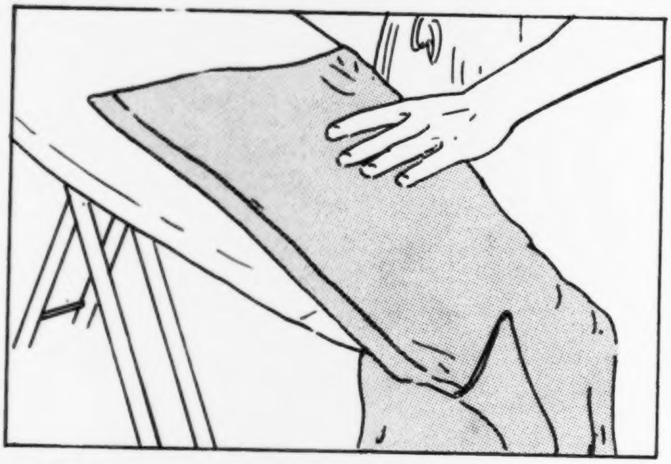
FIGURE 19



JOB SHEET #1

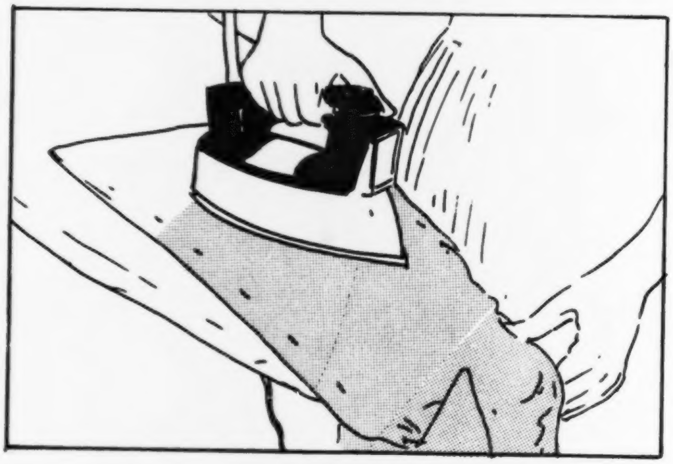
S. Holding by front edge opening, turn item until body lengthwise and right front section is on board (Figure 20)

FIGURE 20



T. Iron right front body section until smooth (Figure 21)

FIGURE 21

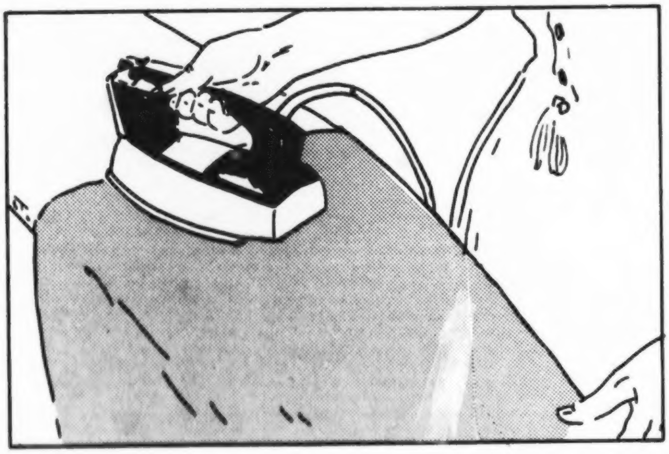


JOB SHEET #1

U. Rotate garment toward back of ironing board, exposing next unironed section; iron until smooth (Figure 22)

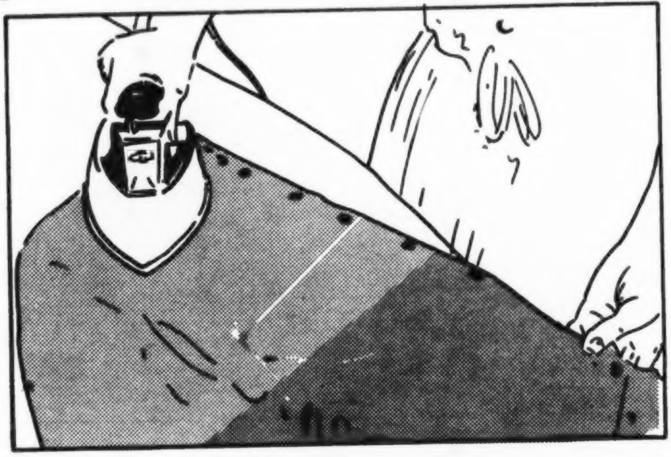
(NOTE: Iron in overlapping strokes to avoid missed areas.)

FIGURE 22



V. Continue rotating and ironing until left front section is smooth (Figure 23)

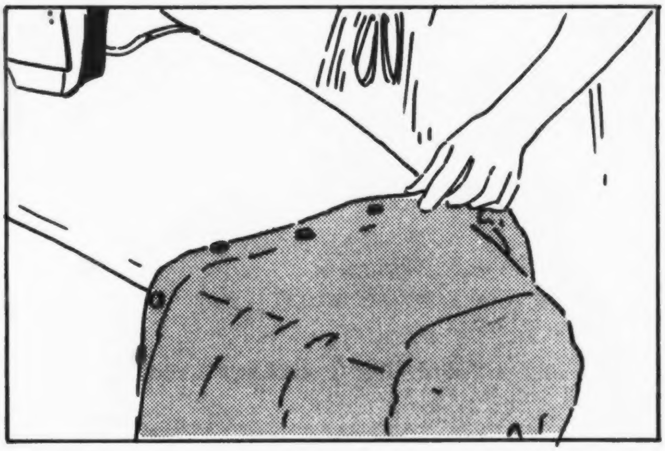
FIGURE 23



JOB SHEET #1

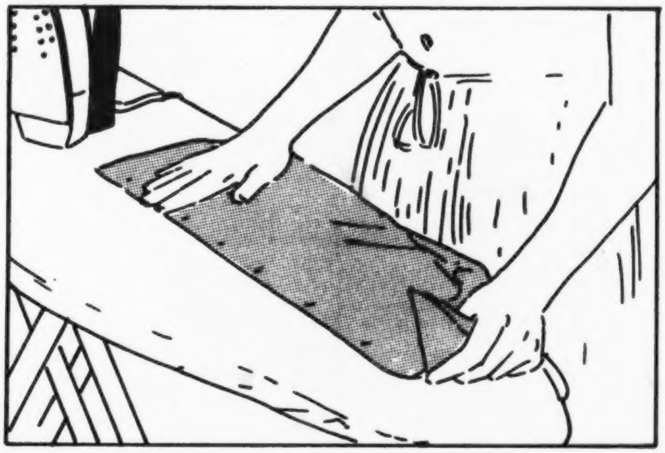
W. Slip left end of yoke over tapered end of board and iron until smooth (Figure 24)

FIGURE 24



X. Pick up shirt or blouse, holding top and bottom edges of front opening; place unironed facing strip on board right side down; iron until smooth (Figure 25)

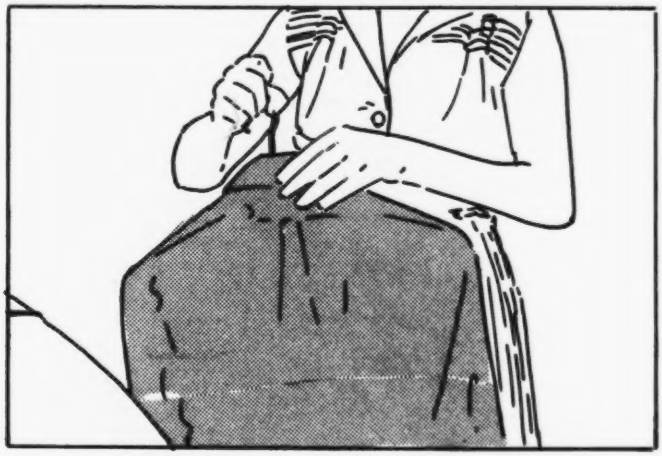
FIGURE 25



JOB SHEET #1

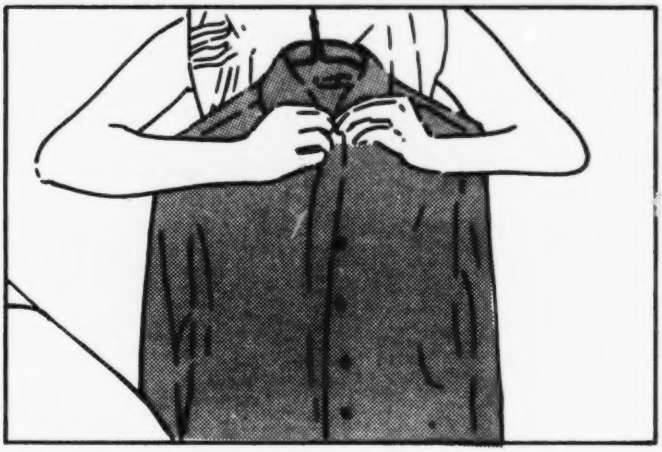
Y. Pick up garment by collar and place on shirt hanger (Figure 26)

FIGURE 26



Z. Fasten top button (Figure 27)

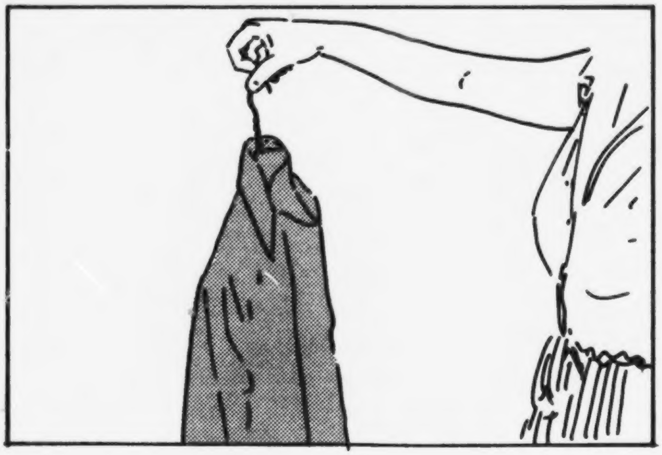
FIGURE 27



JOB SHEET #1

AA. Hold up by hanger and rotate to check for wrinkles (Figure 28)

FIGURE 28



BB. Hang shirt or blouse in closet

CC. Put away equipment and supplies

CLOTHING CARE MAINTENANCE
UNIT III

JOB SHEET #2 — IRON SLACKS

I. Equipment and supplies

   A. Pair of slacks or trousers

   (NOTE: Item to be ironed may be pre-dampened.)

   B. Ironing board

   C. Iron

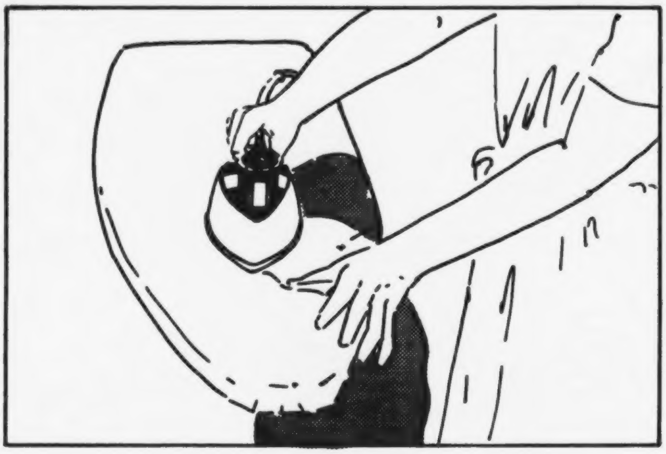
   D. Sizing (optional)

   E. Spray starch (optional)

II. Procedure

   A. Iron both sides of pockets (Figure 29)

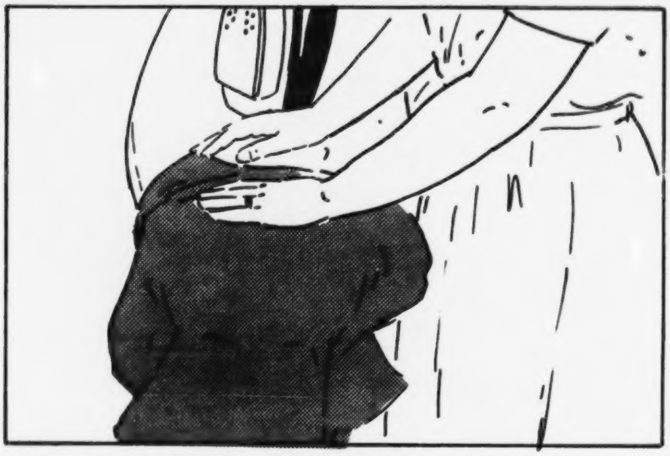
FIGURE 29



JOB SHEET #2

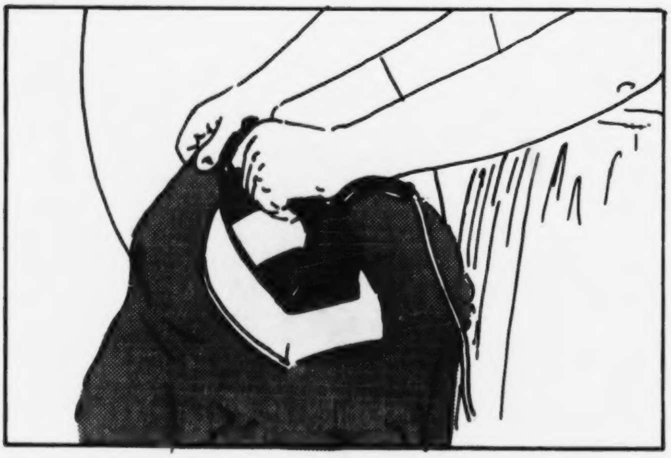
B. Slip left leg of slacks over tapered end of ironing board with waist opening toward broad end of board (Figure 30)

FIGURE 30



C. Iron from leg toward slacks top until smooth (Figure 31)

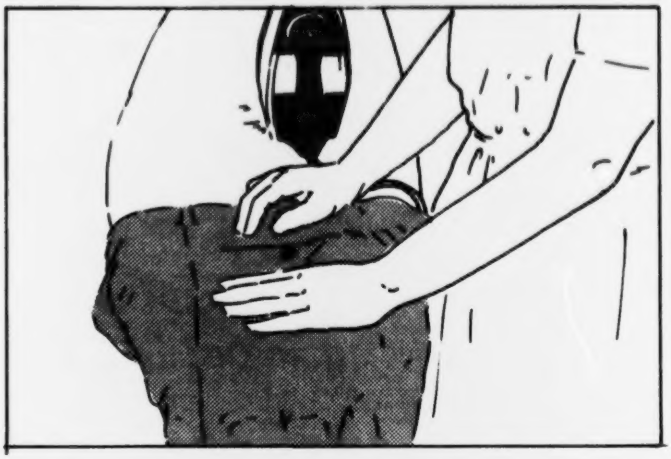
FIGURE 31



JOB SHEET #2

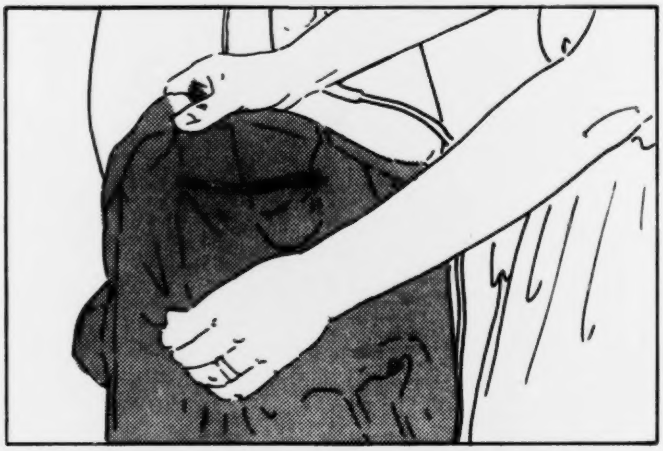
D. Rotate slacks around end of board, ironing a section at a time (Figure 32)

FIGURE 32



E. When you come to center back, slip left leg off end of board, and slip right leg on board (Figure 33)

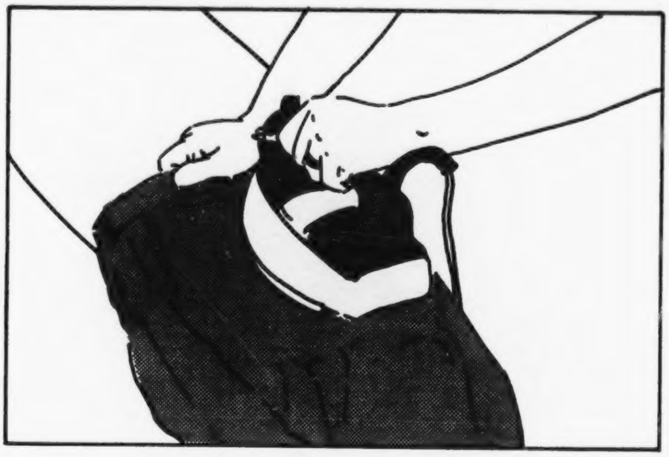
FIGURE 33



JOB SHEET #2

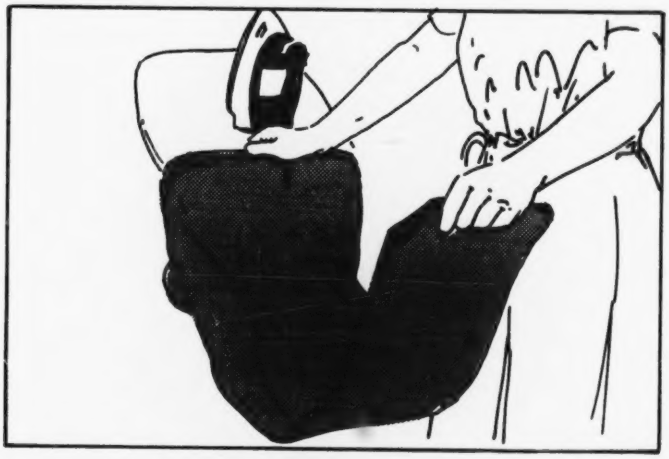
F. Continue to iron, rotating slacks top around board (Figure 34)

FIGURE 34



G. Take hold of cuffs, align seam, and pull slacks from board (Figure 35)

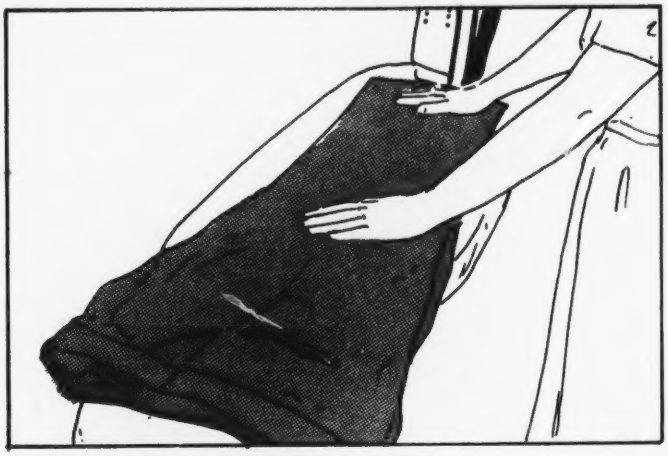
FIGURE 35



JOB SHEET #2

H. Holding cuffs and pockets, lay slacks flat on board; iron (Figure 36)

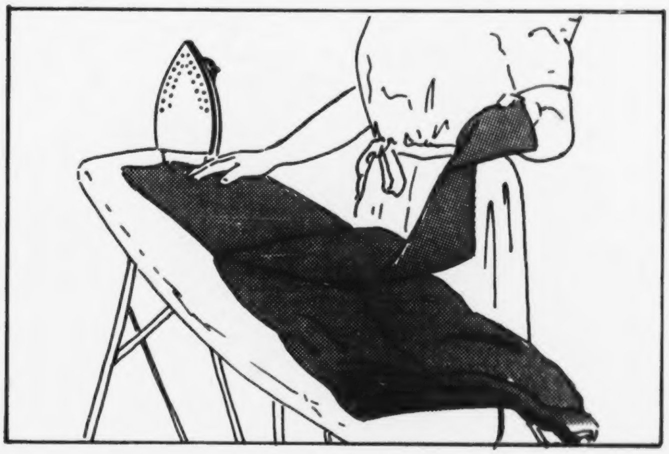
FIGURE 36



I. Pick up top leg and fold up out of the way (Figure 37)

(NOTE: Folded leg will lay on slacks top.)

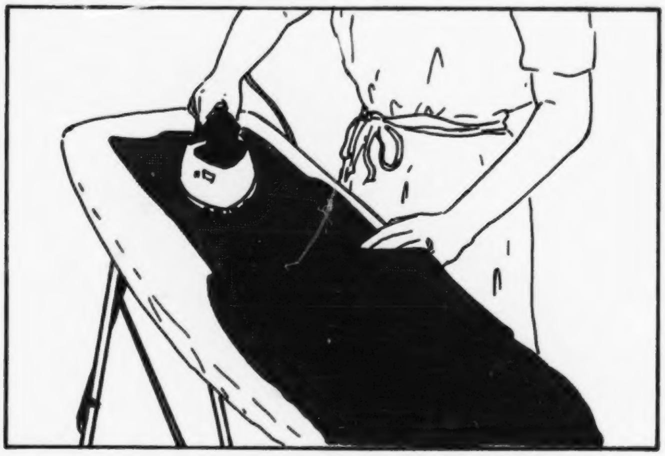
FIGURE 37



JOB SHEET #2

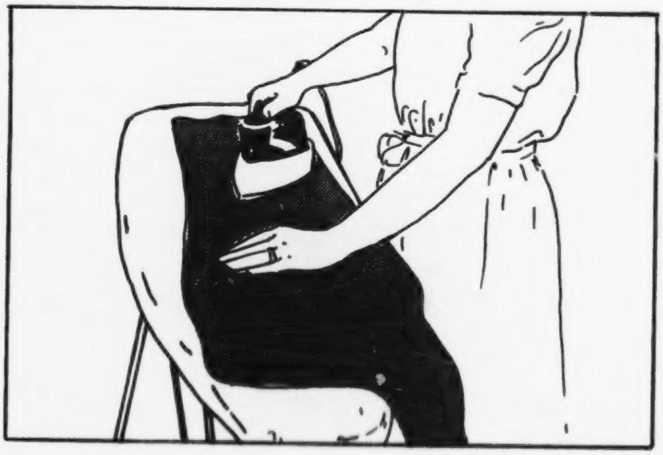
J. Smooth out bottom leg with your hands; iron from the seam out until smooth (Figure 38)

FIGURE 38



K. Unfold top leg, place on top of ironed bottom leg; iron (Figure 39)

FIGURE 39

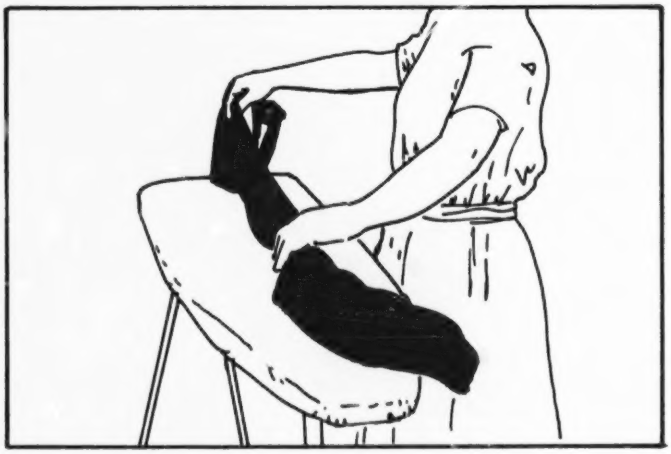


JOB SHEET #2

L. Turn slacks over, pick up top leg, and fold up out of the way (Figure 40)

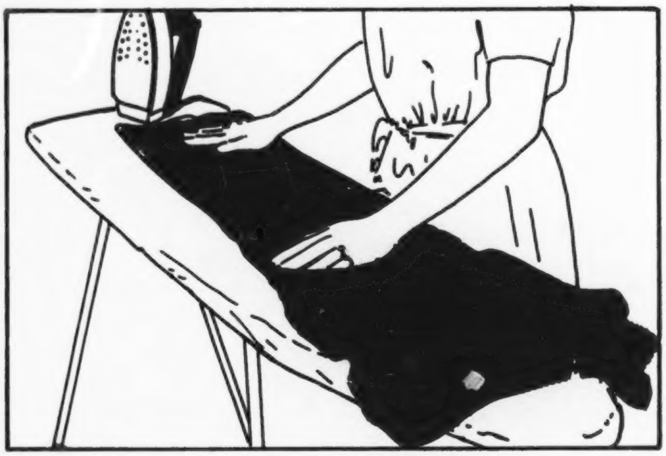
(NOTE: Folded leg will lie on slacks top.)

FIGURE 40



M. Smooth out bottom leg with your hands; iron from the seam out until smooth (Figure 41)

FIGURE 41

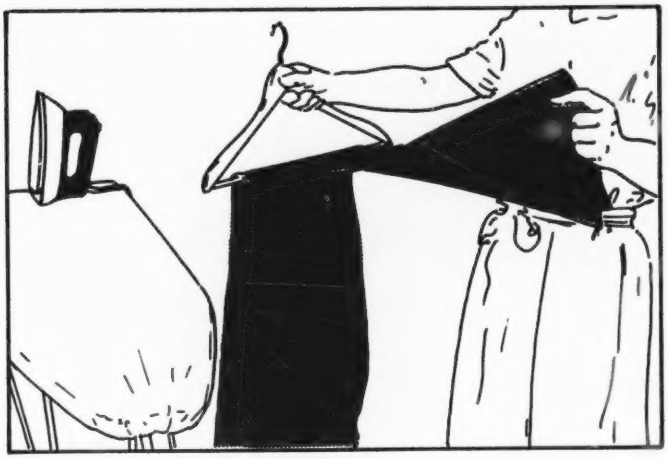


JOB SHEET #2

N. Unfold top leg, place on top of ironed bottom leg; iron

O. Pick up slacks by the cuffs and place on slacks hanger (Figure 42)

FIGURE 42



P. Hang slacks in closet

Q. Put away equipment and supplies

CLOTHING CARE MAINTENANCE
UNIT III

JOB SHEET #3 — SEW ON A BUTTON

I. Equipment

   A. Garment or a piece of fabric

   B. Button

   C. Pins

   D. Needle

   E. Thread

   F. Scissors

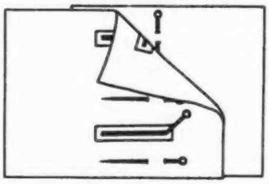
II. Procedure for sewing flat button

   A. Pin the garment closed as if it were buttoned to find the right position for the button

   B. Place a pin at the outer end of the buttonhole into the fabric underneath (Figure 43)

   (NOTE: The center of the button is placed at this point.)

FIGURE 43



   C. Use heavy thread or buttonhole twist when sewing on button

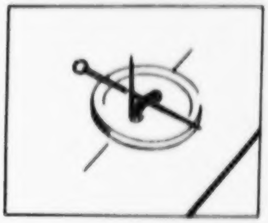
   D. Make a stitch on right side of fabric where button is to be placed

JOB SHEET #3

E. Bring needle through button and back into fabric (Figure 44)

(NOTE: Place a pin or toothpick across top of button to allow for extra "play.")

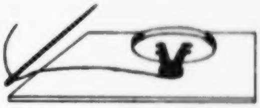
FIGURE 44



F. Continue sewing back and forth over pin

G. Remove pin and wind thread firmly around threads under button forming a shank (Figure 45)

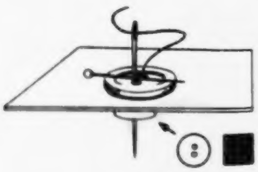
FIGURE 45



H. Draw needle to wrong side of fabric and fasten with several stitches

(NOTE: If button is to be under strain, it should be reinforced by sewing a small square of fabric or small button on inside of garment under the outside button. See Figure 46.)

FIGURE 46



JOB SHEET #3

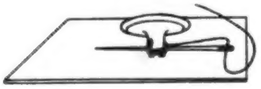
III. Procedure for sewing shank button

A. Bring needle through fabric and shank and then back through fabric

B. Make small stitches (Figure 47)

(NOTE: If shank button requires extra "play," sew in same manner as step E above except that the pin is placed directly on fabric underneath the button shank.)

FIGURE 47



CLOTHING CARE MAINTENANCE
UNIT III

JOB SHEET #4 — REPAIR A GARMENT

(NOTE: To decide which of the repair methods to use, consider size of the rip, hole, or tear; type of fabric damaged; whether the fabric will be washed or dry-cleaned. Usually, a bigger hole requires a patch for strength. If a patch would be bulky, darning can be used. Tiny holes caused by burns or snags can be darned. Any repair should be done before washing/dry-cleaning. This saves further stress on damaged area.)

I. Equipment

A. Torn or ripped garment

B. Fabric of same weight and color

C. Needle

D. Thread

E. Scissors

F. Iron

II. Procedure for a hemmed patch

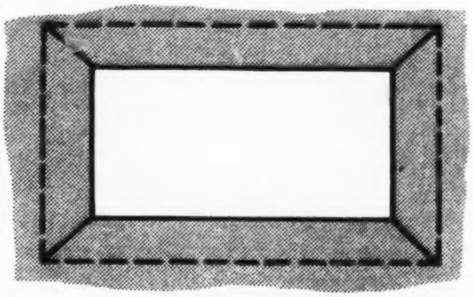
(NOTE: The hemmed patch is a sturdy one, made by hand or machine. This repair method is often used for blue jeans and other casual clothes.)

A. Trim the edges of the garment hole or rip to a square shape

(NOTE: Follow the fabric grain lines.)

B. Clip a 10-mm (3/8-in) diagonal cut at each corner (Figure 48)

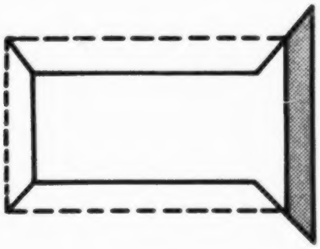
FIGURE 48



JOB SHEET #4

C. Turn the edges under to the wrong side, tucking the diagonal cuts under (Figure 49)

FIGURE 49



D. Press these opening edges flat carefully; AVOID STRETCHING THE FABRIC

E. Cut a patch about 2.5 cm (1 in) larger than the hole on all sides

(NOTE: Cut a patch from the same fabric as the garment or from one of the same weight and texture. Match any plaids or patterns.)

F. Baste the patch into place with both fabrics right side up and the patch under the garment

G. Hem the folded edges of the hole to the patch with a hemming stitch

H. Stitch very close to the corners to prevent any tearing of the diagonal cuts

I. Turn the garment wrong side out and fold under the raw edges of the patch about 10 mm (3/8 in)

J. Trim the corners so that the turned edges lie flat

K. Sew the edges in place using careful hemming stitches or use Stitch Witchery so that they will not show on the garment's right side, unless it does not matter

CLOTHING CARE MAINTENANCE
UNIT III

JOB SHEET #5 — REPLACE A HEM

I. Equipment

   A. Garment with hem needing repair

   B. Scissors

   C. Thread and needle

   D. Pins

II. Procedure

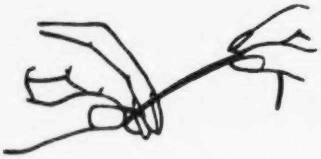
   A. Make a knot in thread for hand sewing

   (NOTE: Length of thread from fingertip to elbow is a good guide!)

      1. Cut thread approximately 27 cm (32 in)

      2. Wind the thread around the end of the index finger (Figure 50)

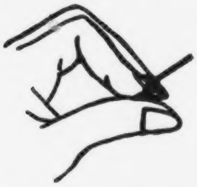
FIGURE 50



JOB SHEET #5

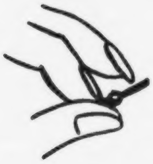
3. Roll the thread tightly between the thumb and first finger (Figure 51)

FIGURE 51



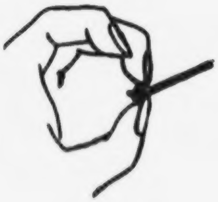
4. Slip the loop off the end of the finger (Figure 52)

FIGURE 52



5. Make a small knot by drawing the thread tight (Figure 53)

FIGURE 53

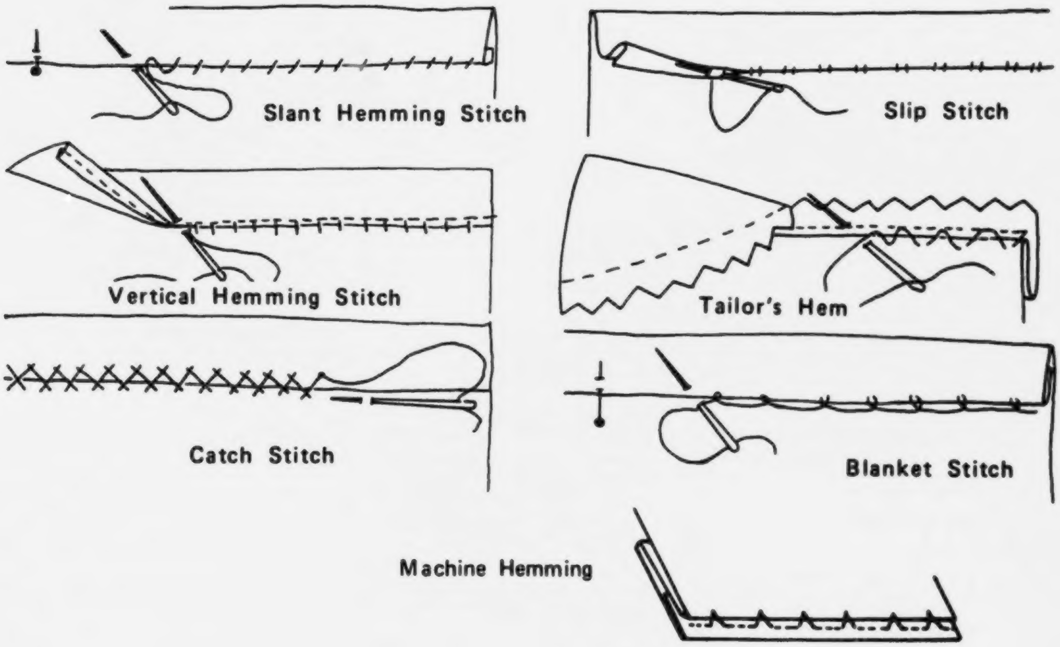


JOB SHEET #5

B. Select appropriate hemming stitch (Figure 54)

EXAMPLES:

FIGURE 54


Slant Hemming Stitch
Slip Stitch
Vertical Hemming Stitch
Tailor's Hem
Catch Stitch
Blanket Stitch
Machine Hemming

C. Complete

D. Press

CLOTHING CARE MAINTENANCE
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match the terms associated with clothing care to their correct definitions. Write the appropriate numbers in the blanks provided.

_____a. Steps taken to repair or improve clothing

_____b. Fabrics that are made entirely from chemicals

_____c. Chemical finish applied to a fabric to reduce or end the need to press or iron a garment

_____d. Repair with an extra piece of fabric to replace or strengthen the bad area

_____e. Fabrics made from two or more different types of fibers

_____f. Colors capable of being cleaned or washed without fading or "running"

_____g. Cleaning clothing with a chemical instead of with water

_____h. Colors that fade or "run" during dry cleaning or washing

_____i. Fabric made from fibers that retain the basic chemical structure of the original plant or animal from which the fabric was made

_____j. Repair with threads or yarns worked into the fabric weave or knit

_____k. Step taken before garment is laundered or dry-cleaned to treat heavy soil or spots in garments so that they will be removed during the actual washing

1. Colorfast
2. Noncolorfast
3. Pretreating
4. Synthetics
5. Natural fabric
6. Durable-press
7. Dry cleaning
8. Mending
9. Darn
10. Patch
11. Blends

TEST

2. State five ways to increase the life of clothing.

   a. ________________________________

   b. ________________________________

   c. ________________________________

   d. ________________________________

   e. ________________________________

3. Name two methods/sources for cleaning clothing.

   a. ________________________________

   b. ________________________________

4. Select from the list below factors that determine method of cleaning care for clothing. Place an "X" in the appropriate blanks.

   _____a. Weight of fabric

   _____b. Texture of fabric

   _____c. Hangtags and labels on clothes

   _____d. Washing-machine instruction booklets

   _____e. Manager and/or worker at dry-cleaning business

   _____f. Fabric references in textbooks

5. Name three factors that affect laundry sorting groups.

   a. ________________________________

   b. ________________________________

   c. ________________________________

6. Classify sorted laundry loads as to proper water temperatures. Write an "H" for laundry loads requiring hot water, a "W" for laundry loads requiring warm water, and a "C" for laundry loads requiring cold water.

   _____a. Lightly soiled durable-press or wash and wear

   _____b. Sturdy whites/colorfast pastels

TEST

______c. Nylons, polyesters, acrylics

______d. Noncolorfast colors

______e. Very delicate colors and fabrics

______f. Washable silks and washable woolens

______g. Heavily soiled durable-press, wash and wear, and work clothes

______h. Very lightly soiled fabrics

7. Match the laundry products on the right to the correct definitions or descriptions. Write the appropriate numbers in the blanks provided.

______a. Used for general laundry and normal soils

______b. Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes

______c. Used for sensitive colors, synthetics, and light soils

______d. Used as a strong aid for whitening clothes, removing stains, and disinfecting

______e. Used to give added body to garments and keep them clean longer

______f. Mild cleaning product usually made from animal fat

______g. Used for delicate clothes and light soils

______h. Used for heavily soiled clothing and hot water washing

1. Mild detergent
2. All-purpose/ all temperature
3. Cold water detergent
4. Heavy duty detergent
5. Soap
6. Bleach
7. Fabric softener
8. Starch

8. List the methods of drying clothes.

a. ______________________________

b. ______________________________

c. ______________________________

TEST

9. List hints for preparing clothes for dry cleaning.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

10. Select from the list below guidelines for proper ironing. Write an "X" in the appropriate blanks.

_____a. Check the temperature setting

_____b. Use dry iron when possible

_____c. Be sure the iron and ironing board cover are clean

_____d. Begin with body areas and then press or iron small and/or doubled areas

11. State four ways to store clothing properly.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

(NOTE: Test questions 12 through 21 list the assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

12. Select an appropriate cleaning care method for clothing.

13. Determine care required for clothing items.

14. Prepare clothing for laundry.

15. Sort laundry into loads.

16. Remove stains from fabric and/or clothing.

17. Identify the appropriate type of bleach for garment and fabric type.

TEST

18. Gather information about methods of drying clothes.
19. Organize storage for clothing.
20. Record information from laundry product labels.
21. Demonstrate the ability to
    a. Iron a shirt or blouse.
    b. Iron slacks.
    c. Sew on a button.
    d. Repair a garment.
    e. Replace a hem.

CLOTHING CARE MAINTENANCE
UNIT III

ANSWERS TO TEST

1. a. 8
   b. 4
   c. 6
   d. 10
   e. 11
   f. 1
   g. 7
   h. 2
   i. 5
   j. 9
   k. 3

2. Answer should include any five of the following.

   a. Avoid wearing an outfit two days in a row
   b. Hang clothes properly
   c. Brush clothes when you take them off
   d. Remove spots as soon as possible
   e. Carry as few items as possible in your pocket
   f. Store out-of-season clothes in zipped garment bags
   g. Follow the care label instructions
   h. Hang clothes in air to freshen

3. Answer should include any two of the following.

   a. Laundry
   b. Professional dry-cleaning business
   c. Self-service dry-cleaning business
   d. Dry cleaning at home

4. c, d, e, f

5. a. Color
   b. Soil type
   c. Fabric and fabric finish

6. a. W   e. C
   b. H   f. C
   c. W   g. H
   d. W   h. C

ANSWERS TO TEST

7. a. 2
   b. 7
   c. 3
   d. 6
   e. 8
   f. 5
   g. 1
   h. 4

8. Answer should include the following information:

   a. Line drying
      (NOTE: Line drying offers considerable energy savings.)
      1. Use clean clothesline and clothes pins
      2. Hang wet clothes immediately
      3. Keep shape of the clothes in mind when hanging them
   b. Machine drying
      1. Read dryer information
      2. Remove clothes immediately after they have dried to prevent wrinkles
   c. Flat drying
      1. Block garment if necessary
      2. Towel dry garment for fastest drying results
      3. Lay on a flat surface for drying

9. a. Empty pockets
   b. Close zippers
   c. Remove fragile items
   d. Brush lint from the garment
   e. Make any necessary repairs or ask that repairs be made by dry cleaner
   f. Show stains or spots to dry cleaning attendant

10. a, c

11. Answer should include any four of the following.

    a. Place clothes that need to be washed in a container that allows for air circulation
    b. Make any needed repairs as soon as possible
    c. Zip and button clothes to prevent wrinkles while they are on the hanger
    d. Fold, rather than hang, knits that stretch
    e. Store nylon hosiery in plastic bags to prevent snagging
    f. Store woolen items in areas that have been mothproofed
    g. Use dividers or plastic organizers to store small items

12. Evaluated to the satisfaction of the instructor.

13. Evaluated to the satisfaction of the instructor.

ANSWERS TO TEST

14. Evaluated to the satisfaction of the instructor.

15. Evaluated to the satisfaction of the instructor.

16. Evaluated to the satisfaction of the instructor.

17. Evaluated to the satisfaction of the instructor.

18. Evaluated to the satisfaction of the instructor.

19. Evaluated to the satisfaction of the instructor.

20. Evaluated to the satisfaction of the instructor.

21. Performance skills evaluated to the satisfaction of the instructor.